The Final Chapter

He Ain't Heavy

by Paul Schneller

This is the story of two young athletes who had a lot in common. They played the same game—basketball. They were born one year apart in the same city—Pittsburgh. One young man stood 6'6," the other 6'7." Each was a giant in his own right.

It was the spring of 1958. The Cincinnati Royals were making a run for the play-offs. The Royals were led by 6'7" Maurice Stokes. Stokes was one of the NBA's strongest rebounders and best players. His partner on the court was 6'6" Jack Twyman. Twyman was one of the game's deadliest outside shooters.

Stokes was among the best all-round players in basketball. He was NBA rookie of the year in 1956. At age 24, Stokes had been selected to three NBA All-Star teams in a row. Now Maury led the Royals under the basket. He averaged over 20 points per game. He grabbed 38 rebounds in one game alone.

Jack Twyman was Stokes' partner in the back court. He was perhaps the greatest outside shooter in pro basketball. In 1958, Twyman was well on his way to finishing second to the great Wilt Chamberlain in number of points scored. Twyman's sharp shooting and accurate passing were a perfect match for Stokes' work under the basket.

The Royals, led by this exciting pair from Pittsburgh, had just clinched the play-offs when tragedy struck.

In a game played on March 12th, Maurice Stokes fell to the floor while trying to rebound the ball. He was injured and taken out of the game. Later, he brushed the injury off. He told his coach he would be ready for the next game—against Detroit.

Three days later, on March 15th, the Royals lost their first play-off game. They also lost their greatest player.

On the plane back to Cincinnati, Maurice Stokes became violently ill. He had to be carried from the plane to a hospital. The next morning, basketball fans across the country read that Maurice Stokes was gravely ill. Fellow athletes and fans followed the weekly press announcements as Stokes lay in a coma almost four months. When he came out of his coma and regained consciousness, he was completely paralyzed.

Jack Twyman, Maurice Stokes' teammate on the basketball court, now became his partner in a struggle for life.

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Twyman became Stokes' legal guardian. He set out to care for his giant friend. Twyman used his own money to pay Stokes' hospital bills. He arranged a benefit basketball game to raise money for his stricken buddy. The game was played in Monticello, New York. All the superstars of basketball were in attendance. Everyone wanted to help Maury Stokes.

Twyman went to visit Maury every day. Stokes, however, could not speak. Twyman had an idea. He thought of a way to help Stokes communicate. Jack would slowly say each letter of the alphabet—"A-B-C-D." When Stokes heard the letter he wanted, he would blink his eyes. Twyman would write the letter down, then start the process over again. He would do this until a word was formed.

It was a long and difficult process, but Stokes began to "speak" again. He began to fight back.

One day Jack brought his friend a gift—an electric typewriter. Soon Maury could type with one finger. On one occasion he typed a note to his friend: "Dear Jack, how can I ever thank you?"

Eventually, Stokes regained part of his speech. And he was able to move about in a wheelchair. Twyman would watch his friend wheel himself up to the window of his room and look out. Jack would hear him say, "Some day I'll be back out there again."

But it never happened.

Maurice Stokes never got "out there" again. He never left his wheelchair. He died following a heart attack in 1970—twelve years after that bright spring season when he led the Royals to the play-offs. He was 36 years old.

Now . . . the final chapter.

Stokes and Twyman were partners on the court and personal friends in life. They had a lot in common. They were big of body and generous of spirit. Although one was white and one was black, you might say they were "brothers under the skin."

Story Questions

Write the answers to the following questions.

1. Name at least three ways that Stokes and Twyman were alike.
2. One sentence says that, "Maury led the Royals under the basket." What does that mean?
3. What was Twyman's great skill in basketball?
4. What was the first sign that something was wrong with Stokes?
5. What does it mean if someone is completely paralyzed?
6. Why did Twyman organize a special basketball game?
7. Explain how Stokes could "speak" to Twyman by using his eyes.
8. Explain how Stokes was able to write a note to Twyman.
9. What did Stokes say to show that he had hope for the future?

Sequencing

Write the following story events in the correct order.

- Stokes was in a coma for four months.
- Stokes started using a wheelchair.
- Stokes led his team to the play-offs.
- Stokes started "speaking" by blinking his eyes.
- Stokes became violently ill.

Word Meaning

For each item, write the choice that has the same meaning as the underlined word.

1. Stokes was one of the best players in the NBA. He was a good shooter and an excellent rebounder.
   - National Baseball Association
   - National Basketball Association
   - National Basketball League
2. Twyman was famous for his accurate passes. The ball always went right where he wanted.
   - average
   - well-aimed
   - wild
3. The game ended with a tragedy. Stokes became gravely ill and was taken to a hospital.
   - free throw
   - sad event
   - victory
4. Stokes regained his ability to speak. He could talk to his friends again.
   - again lost
   - got back
   - replaced
5. Twyman was generous in many ways. He spent time and money to help people in need.
   - giving
   - selfish
   - talented

Sentence Meaning

There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. Each man was a giant in his own right.
   _____, each man was a giant.
   - By using his rights
   - In his own way
   - Through his writings

2. Twyman was one of the game's deadliest outside shooters.
   Twyman was one of the _____ outside shooters in the game.
   - most accurate
   - most death-like
   - most violent

3. Stokes brushed the injury off.
   Stokes said the injury _____.
   - could end his career
   - needed brushing
   - wasn't serious

4. The men were big of body and generous of spirit.
   They were _____ men.
   - large and athletic
   - strong and brave
   - tall and kindly

Writing

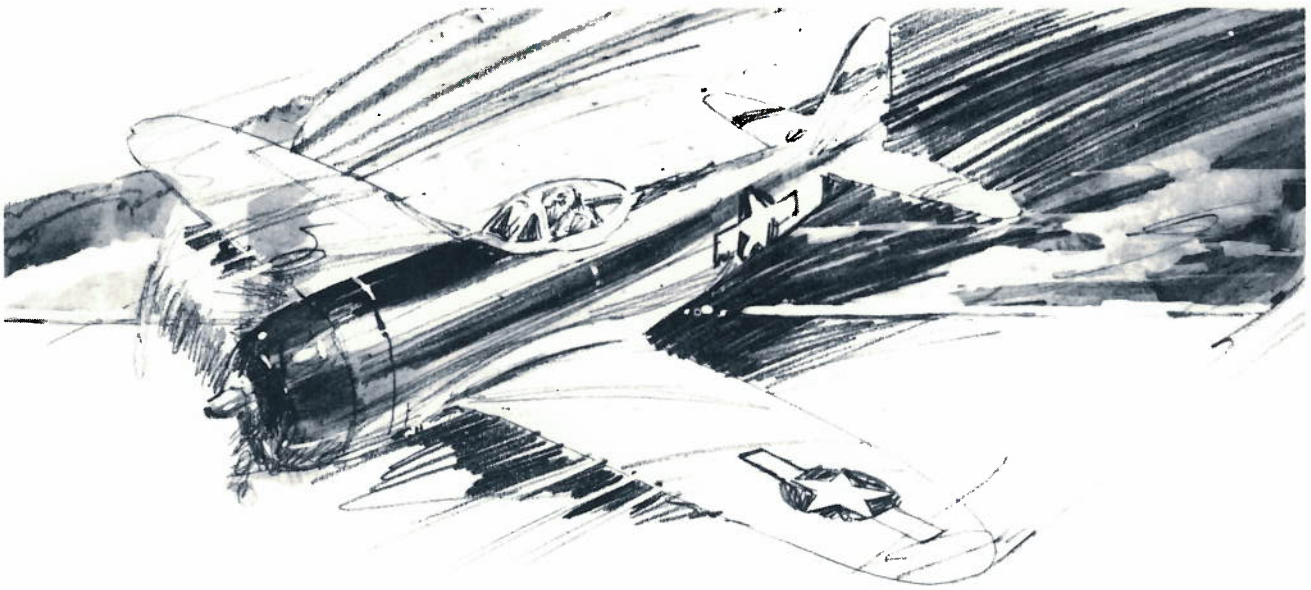
Maurice Stokes had a brilliant but tragic career as a basketball star.

Pretend you are a sports reporter for a newspaper in 1970. Write an obituary for Maurice Stokes. (An obituary is a newspaper article about someone's death.) The obituary should include a summary of Stokes' life. Try to answer the following questions in the obituary.

- How did Stokes die?
- How old was Stokes when he died?
- What was Stokes famous for?
- What were the important events in Stokes' life?

Interesting Facts

- After he graduated from college, Stokes turned down an offer from the Harlem Globetrotters in order to play in the NBA.
- Stokes was the first black player ever elected to an NBA All-Star team.
- The medical name for Stokes' disease is *encephalitis*. It is a brain disease that is sometimes called "brain fever."



A nation's future is often determined by ordinary people performing extraordinary deeds. Butch is this type of person.

The Final Chapter

To Touch An Eagle

by Paul Schneller

It was the winter of 1942. The Japanese had just completed their infamous surprise attack on Pearl Harbor. The American Pacific fleet had been trapped and seriously damaged. Japan's Prime Minister Tojo said he would "roll Easter eggs on the White House lawn" in the spring.

Hawaii and the western coast of the United States were in a state of panic. Fear of a Japanese attack mounted daily.

Standing between Japan and the American mainland was a small Navy task force. It was headed by the aircraft carrier U.S.S. *Lexington.*

It was the morning of February 20th — two months after Pearl. Fighter Squadron Three was taking off on patrol. Their job was to search the air and sea lanes near the carrier task force. Hours of searching produced nothing. Low on gas, the planes were returning to the carrier. Suddenly it happened! Out of the clouds appeared nine twin-engine Japanese bombers — their target the American carrier. In a desperate gamble to re-fuel and prepare for battle, Fighter Squadron Three raced back to the *Lexington.* Two American planes remained behind to engage the enemy. Guns on board one of the fighters jammed. It too had to return to the carrier.

A single U. S. plane was left alone in the sky. It would try to defend the task force from destruction.

The plane was piloted by a young, 27-year old Navy fighter. His nickname was "Butch." Without a moment's hesitation, Butch turned his plane on the enemy. With throttle wide open, Butch came soaring down on the squadron from the rear. Guns blazing, his first pass claimed two of the nine bombers. One went down in smoke. The second spun out of control, its starboard engine shot away. Making a sharp turn, Butch circled back and made a second pass. This time it was the left flank of the

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V-shaped Japanese formation. Two more planes were hit. One exploded. Another went down in smoke. Butch now went into a roll dive and came up underneath the formation. Another plane was destroyed. With five of their bombers shot down, the Japanese squadron began to break formation. Two more bombers were hit and began to smoke as Butch continued his savage attack.

Butch, dangerously low on fuel and ammunition, broke off pursuit. He scrambled back to the carrier. On board the ship, thousands of sailors and marines cheered and screamed as they followed this life-and-death struggle in the sky.

The battle was over in less than five minutes. Butch averaged one enemy bomber per minute. His action on that February day was probably the greatest single feat in aviation history. In addition to saving his carrier from attack and destruction, he gave America an important boost in morale at a time when Japan was winning the war.

A grateful country awarded Butch the Navy Cross, Distinguished Flying Cross, and the Purple Heart. President Roosevelt awarded him the nation's highest award, the Congressional Medal of Honor.

Now . . . the final chapter.

About one year later, on November 27, 1943, Butch's plane was reported missing in action. He disappeared somewhere near the Pacific atoll of Tarawa. He was 29 years old.

But Butch's name and deeds will live forever. The American people want it that way. They too gave Butch a memorial. It's made of brick and stone and, like Butch, is full of action. It's a place he would have loved. For you see, every time a jet touches down in Chicago, it touches Butch. His full name was Edward Henry "Butch" O'Hare. His living memorial — the world's busiest airport, Chicago's O'Hare Field.

Story Questions

Write the answers to the following questions.

1. Which harbor had the Japanese attacked just before this story begins?
2. Why were the people of Hawaii and the western United States feeling panic?
3. What vehicles did the U.S.S. *Lexington* carry?
4. What did the nine Japanese bombers plan to do?
5. Why was it so unlikely that the American squadron could stop the Japanese bombers?
6. What happened to most of the Japanese bombers?
7. The story says that Butch's action was "the greatest single feat in aviation history." Do you agree with that statement? Why or why not?
8. Why do you think Butch's accomplishment boosted American morale?
9. What's the connection between Butch and O'Hare Airport?

Sequencing

Write the following story events in the correct order.

- Butch scrambles back to the carrier.
- Butch takes off from the *Lexington.*
- Japanese bombers appear out of the clouds.
- Butch shoots down five bombers.
- Butch turns his plane around to face the enemy alone.

Word Meaning

For each item, write the choice that has the same meaning as the underlined word.

1. One by one, the squadron took off from the carrier. They all flew towards Japan.
   - bomber
   - group of planes
   - squad cars
2. Butch decided to engage the enemy planes. He began firing his guns.
   - battle
   - escape
   - outrace
3. Without a moment's hesitation, Butch turned his plane on the enemy. He was on them in an instant.
   - courage
   - orders
   - pause
4. The twin-engine bomber lost its starboard engine. Only the left engine remained.
   - jet
   - right
   - star-shaped
5. Butch is a hero of American aviation. He could really handle a plane.
   - aircraft flying
   - airport building
   - warfare

Sentence Meaning

There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. Guns on board one of the fighters jammed.
   Guns on board one of the fighters _____.
   - blasted away
   - failed to work
   - were filled with jam

2. With throttle wide open, Butch came diving down.
   _____, Butch came diving down.
   - In an open plane
   - While going full speed
   - While holding a throttle

3. Guns blazing, his first pass claimed two bombers.
   He _____ two bombers on his first pass.
   - blazed his guns at
   - laid claim to
   - shot down

4. Butch gave America a boost in morale.
   Butch _____.
   - boosted morals in America
   - gave America higher profits
   - lifted America's spirits

Writing

Butch was a national hero because he shot down five bombers on his own and saved his ship from attack.

Write a definition of a hero. Try to answer the following questions in your definition:

- What qualities does a hero have?
- What makes a hero different from an ordinary person?
- Who are some of your heroes?
- Why do you think those people are heroes?

Interesting Facts

- O'Hare is one of the busiest airports in the world. More than fifty million passengers use it each year.
- The U.S.S. *Lexington* was built in 1927. She was 888 feet long and carried 80 planes.
- The *Lexington* was sunk during the Battle of the Coral Sea in May of 1942. She was the first American carrier lost in World War II.

A Chinese proverb says "A journey of a thousand miles begins with one step." This is a story about such a journey.

The Final Chapter

Race The Wind

by Paul Schneller

The heroine of our story is an Afro-American girl. Her friends call her Skeeter. She was born on June 23, 1940. She was the fifth of eight children. At birth she weighed only four and one-half pounds. Her mother and father feared she would not live. She was so sickly that her older brothers and sisters had to help take care of her.

When she was four years old, Skeeter got double pneumonia. This was followed by scarlet fever. Finally, a third and crippling illness left her unable to walk. Her family hoped she would recover. But if she could, it would take lots of care and therapy.

One day, Skeeter's mother heard of a free clinic in Nashville. She was sure that if she could just get there, Skeeter would get well. For two years, Skeeter and her mother traveled to Nashville, Tennessee. The trip there and back was ninety miles. It took all day. Skeeter's mother was a domestic servant. She could only make the trip once a week, on her day off.

At the clinic, Skeeter's mother learned how to massage her daughter's sick body. Each evening she would do this for Skeeter. She would do it in the few remaining hours she had left after caring for all the other children. Often Skeeter would fall asleep on the table while being massaged. Her mother had to carry her to bed.

To improve Skeeter's condition, it was necessary to increase the therapy. Three of the other children were taught how to massage her. Soon the rubbing was taking place four times a day. Skeeter began to improve. She could even think about going to school again.

Eventually Skeeter reached high school. By now, she was well enough to take part in regular school activities. She even went out for basketball. Her family thought the exercise would be good for her. It was. In her sophomore year, she blossomed into a star. In 25 games she scored 803 points. She averaged an amazing 32 points per game. She set a new high school scoring record for girls. Her health continued to improve. She was ready for college.

Skeeter enrolled in Tennessee State. It was located in Nashville. Skeeter had visited Nashville many times before with her mother. But now it was different. Skeeter was healthy. She was healthy enough to join the track team. But once again her physical problems returned. She missed the entire 1958 season. She was too ill to run.

1959 was a new year. It was a big year for Skeeter. She was well again, and her track team was scheduled to meet the Russians. It was to be a dual meet. Then one day during practice, tragedy struck again. Skeeter pulled a muscle in her leg. She would have to sit out the entire season.

Finally it was 1960, the year of the Olympics. Once again Skeeter would try working out with the team. Once again she would be struck down. During February, her tonsils became infected and had to be removed. What is a normal operation for most people turned out to be a crisis for her. After the operation, complications set in. She became violently ill and was forced to remain in bed.

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The Olympics, to be held in Rome, were just five months away. Skeeter was in a hospital in Nashville. Her Olympic dreams were dying in a hospital bed.

But Skeeter never gave up. Strangely enough, with the coming of spring, she began to recover. Slowly at first; then quickly. Soon she was back on the practice field. She worked out daily. Her teammates saw a new spark of interest, a new determination. Perhaps it was her newly recovered health. Perhaps it was the call of the Olympics. Perhaps it was just her courageous spirit.

It was summer. Over 100,000 people were jammed into Rome's Olympic Stadium. The September sun was blazing down on the cheering crowd. The crowd seemed to sense what was about to happen.

The loud-speaker called the runners for the start of the 100-meter race. Skeeter took her place on the starting line. Out of the corner of her eye, she saw the Russian, Maria Itkina. Maria was favored to win the race.

The judge slowly raised the starting gun. Skeeter tensed her muscles. Her heart began to pump. She was about to test her legs and her heart against the greatest runners in the world. The pistol sounded. The runners were off.

Now . . . the final chapter.

Perhaps you already know what happened on that hot September day. Skeeter beat the Russian girl. She won by three yards and tied the world record at 11.3 seconds. The crowd went wild. They had been pulling for Skeeter to win ever since the time trials in August.

In the next few days, Skeeter went on to win two more gold medals. One was for the 200-meter dash, in which she tied the Olympic record in 23.2 seconds. Another was for running anchor position on the United States relay team. That team set a new world and Olympic record of 44.4 seconds. It was the first time in history an American girl had ever won three gold medals in running.

What is really amazing about Skeeter is that she could run at all. This young American girl who learned to race the wind, had first to learn to walk. Those early childhood illnesses kept Skeeter in bed for over four years, until she was eight. Then she wore a leg brace until she was eleven. But Skeeter kept trying and kept hoping. The love and dedication of her family helped. Their hours of rubbing life into her paralyzed legs made her success possible.

This has been the incredible story of Wilma "Skeeter" Rudolph. The world's fastest female runner. The girl who went from polio to the Olympics . . . a journey of a thousand miles.

Story Questions

Write the answers to the following questions.

1. Why was Skeeter unable to walk as a young girl?
2. What important skill did Skeeter's mother learn at a clinic in Nashville?
3. How did Skeeter's brothers and sisters help Skeeter improve?
4. How did Skeeter show her athletic skills in high school?
5. Why do you think Skeeter kept getting sick in college?
6. After her tonsil operation, Skeeter had a strong reason for getting well again. What was her reason?
7. One sentence says that Skeeter ran the "anchor position" on the relay team. What do you think that means?
8. Why was it so amazing that Skeeter took part in the Olympics?
9. How did Skeeter's family contribute to her success?

Sequencing

Write the following story events in the correct order.

- Skeeter's family massaged her body four times a day.
- Skeeter had an illness that left her unable to walk.
- Skeeter won three Olympic gold medals.
- Skeeter became a basketball star.
- Skeeter had her tonsils removed.

Word Meaning

For each item, write the choice that has the same meaning as the underlined word.

1. The heroine of our story is named Skeeter. She is the main character.
   - female hero
   - female villain
   - title
2. Skeeter's mother massaged her daughter's sick legs. Using her hands, she started at Skeeter's ankles.
   - gave a message to
   - observed
   - rubbed
3. Skeeter enrolled at a college named Tennessee State. She took classes there.
   - applied
   - became a student
   - rolled over
4. The Americans and Russians had a dual track meet. There were no other teams.
   - gun-shooting
   - solo
   - two-team
5. Skeeter had a courageous spirit. Nothing frightened her.
   - brave
   - ghost-like
   - sickly

Sentence Meaning

There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. In her sophomore year, Skeeter blossomed into a sports star.
   Skeeter _____ in her sophomore year.
   - developed into a great athlete
   - grew like a flower
   - studied sports

2. A simple operation turned out to be a crisis for Skeeter.
   Skeeter _____ a simple operation.
   - cried during
   - had a difficult time with
   - had to have

3. Skeeter's Olympic dreams were dying in a hospital bed.
   In her hospital bed, Skeeter was _____ of going to the Olympics.
   - dreaming
   - frightened
   - losing her hopes

4. Skeeter was about to test her legs against the greatest runners in the world.
   Skeeter was about to _____ the greatest runners in the world.
   - compare her legs to
   - defeat
   - run a race with

Writing

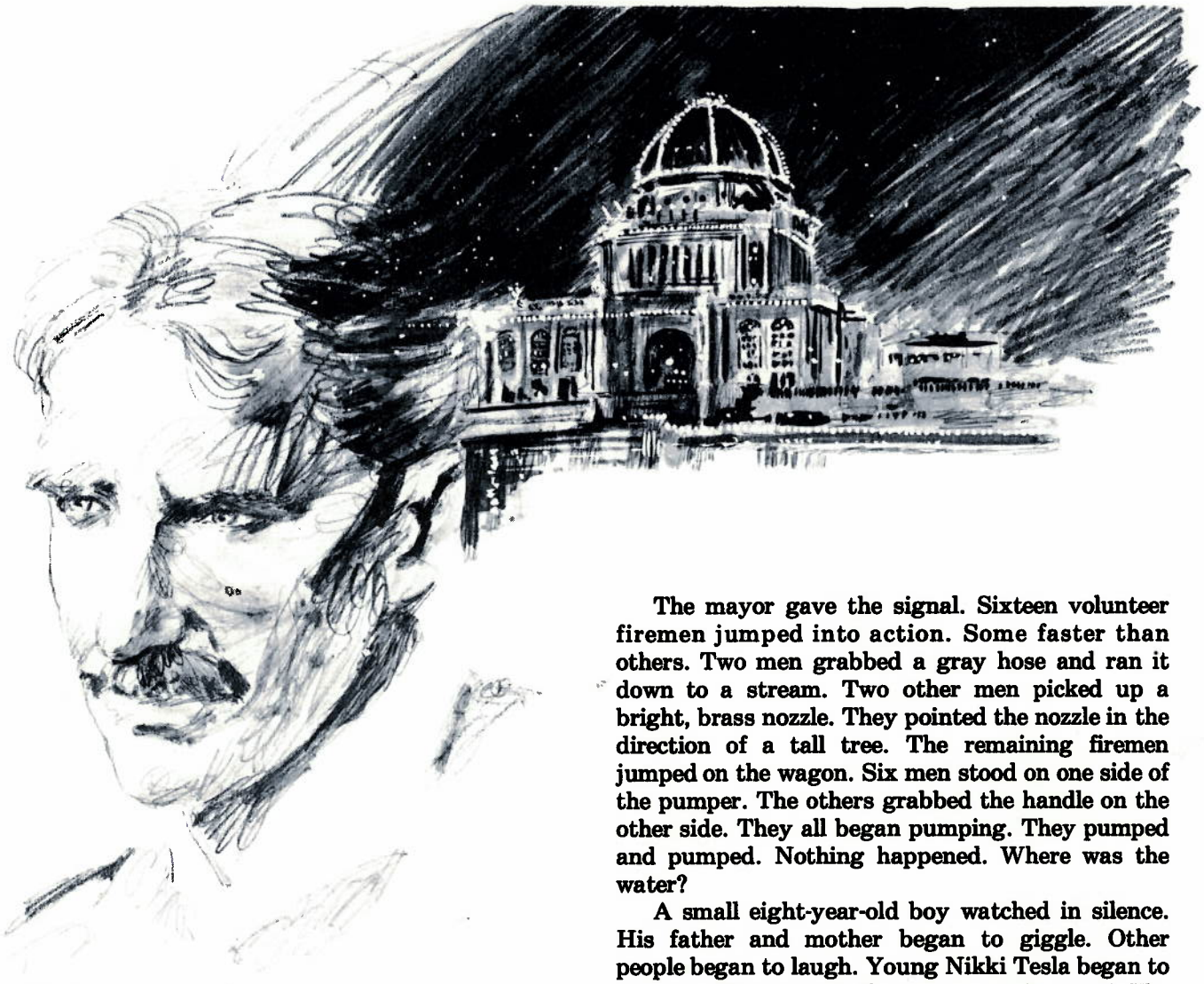
Both Skeeter and the hero of the previous story—Butch O'Hare—triumphed over great odds.

Write a paragraph that compares Skeeter and Butch. Try to answer the following questions in your paragraph:

- How were Skeeter and Butch the same?
- How were Skeeter and Butch different?
- How do you feel about each person? Why?
- Which one would you most like to meet? Why?

Interesting Facts

- After her Olympic victories, Wilma toured Europe. The French called her "La Gazelle" and "La Chattanooga Choo Choo."
- In college, Wilma often fell asleep on the rubbing table. Her coach complained that she ate too much "junk food."
- The disease that Wilma had as a young girl—polio—is uncommon today thanks to a type of medicine called polio vaccine.



Suppose you were born at a different time. Would you be a different type of person? This is a story about such a problem.

The Final Chapter

Born Too Soon

by Paul Schneller

It was a big day in Gospic, Austria. The fire department was going to show off its new fire wagon. Everyone turned out. The mayor was there. So was the city council. There would be speeches. Then a fire fighting demonstration. Finally, a parade. It would be a grand day.

The mayor and the council took their seats on the speaker's platform. The mayor made an announcement. "Today," he said, "is the last day we will ever have to fight fires with water buckets. Behold our new fire wagon!"

The mayor gave the signal. Sixteen volunteer firemen jumped into action. Some faster than others. Two men grabbed a gray hose and ran it down to a stream. Two other men picked up a bright, brass nozzle. They pointed the nozzle in the direction of a tall tree. The remaining firemen jumped on the wagon. Six men stood on one side of the pumper. The others grabbed the handle on the other side. They all began pumping. They pumped and pumped. Nothing happened. Where was the water?

A small eight-year-old boy watched in silence. His father and mother began to giggle. Other people began to laugh. Young Nikki Tesla began to wonder. Why wasn't the water coming out? The men were still pumping. Their faces were red.

Nikki's curiosity gave him the answer. The gray hose was flat. There was no vacuum. The hose must be blocked. Breaking away from his mother and father, he raced down to the stream. Sure enough, the hose was twisted back on itself. Nikki took off his shoes and pants and jumped into the water. He wrestled the hose free and placed it back into the stream. A sudden surge of water was sucked into the hose. Nikki, still in his underwear, raced back to the fire wagon.

Twelve men were still pumping. Two firemen were still pointing. The crowd was still laughing. In the excitement, the men holding the hose turned to watch Nikki. The nozzle was now pointing away from the tree and in the direction of the speaker's platform.

Before Nikki could yell out a warning, the water burst out of the nozzle. It smashed into the speaker's platform. It washed the mayor and the city council away.

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The crowd cheered. Their fire wagon worked! Nikki was a hero. Men placed him on their shoulders and paraded him around. The band played on. The city council was all wet. Everyone agreed it had been a grand day.

Nikki's curiosity led him to study electrical engineering. After graduation he worked for the Edison Company in Paris. The manager of the Paris office recommended him to Thomas Edison. When Tesla decided to come to the United States, Edison hired him.

During their numerous meetings, Tesla and Edison discussed the problems of using direct current. All the electricity in the world was being generated by Edison's D.C. motors. Tesla maintained that A.C. (alternating current) was better. Edison, however, was not interested. He told Tesla: "Forget your A.C. motor. It will never work. Besides, A.C. current is too dangerous."

Tesla finally tired of trying to convince Edison. He decided to try and find someone else to back his idea. That someone else proved to be George Westinghouse. Westinghouse had heard of Tesla's idea for using A.C. current. He requested a meeting. When the meeting was over, Tesla had a check for $1,000,000 and Westinghouse had Tesla's patents for making A.C. motors.

Public resistance to A.C. motors was strong. The Edison General Electric Company was the giant in the field. Edison had said that A.C. motors were not practical or safe. People were afraid to experiment with this new current. After all, Westinghouse was just a small company. Besides, who had ever heard of the young Austrian? Westinghouse and Tesla were in trouble.

One day Westinghouse heard about a world's fair to be held in Chicago. Engineers and newspaper reporters would be there from all over the world. This was the break they had been waiting for. George turned to Tesla and said, "I'll make a bid to supply the electrical power for the Fair. I'll bid so low they'll have to accept our offer." Tesla joined in. "And I'll put on a power and light show that will stand their hair on end."

The World's Fair of 1893 was a marvel of new technology. Tesla opened the electricity show by saying that he would send power through the air without wires. He took a long, white tube and held it over his head. No wires of any kind were connected to it. Tesla made the light tube go on and off by command. Then he asked people from the audience to come up on the stage and put on headphones. Tesla took a small metal device and walked down into the audience. He talked into the device and sent his voice "through the air" to the people on the stage. A 19-year-old boy was in the audience. He watched in amazed silence. His name was Lee DeForest. This demonstration inspired him to go on to become the "father of radio."

Tesla's final demonstration was incredible. He placed a huge piece of copper on a pedestal and connected two wires to the base. He walked over to a power switch and threw it on. One million volts of electricity raced through the wires, melting the copper into a liquid pool. Tesla took his position where the copper had been. He told the audience he would send the same one million volts through his body. The crowd was speechless. They knew that just 110 volts could cause serious shock. Tesla asked for someone to throw the switch. No one moved. He asked George Westinghouse. Westinghouse was frozen with fear. Finally an unknown man walked up on the stage and threw the switch. People screamed as a million volts of electricity went through Tesla's body without harming him.

The audience stood up to cheer. George Westinghouse stood up, too. He was wiping his forehead with his handkerchief.

That evening Tesla and Westinghouse joined the crowds around the midway. Over 92,000 brilliant bulbs were lighting the summer sky. It was the first public event in history illuminated with A.C. current. The power came from 12 Westinghouse motors designed by Nikola Tesla. Not a single Edison D.C. motor was in sight. George and Nikola agreed it had been a fabulous fair.

Now . . . the final chapter.

In later years Tesla demonstrated incredible concepts using light and sound waves. He created a small earthquake using a giant oscillator. He generated lightning bolts which he said could be used some day to create rain. He designed the power system at Niagara Falls and broadcast electricity through the air. He could turn street lights on from 12 miles away by radio waves. "Someday," Tesla said, "rockets and weapons will be guided through space by remote control." He even worked out a system for transmitting pictures without wires, thirty years before the first television experiments.

Over 100 of his patents are an essential part of our daily lives. Tesla's A.C. current lights up our homes and runs our factories. Every time you watch television, play the stereo, or plug in a hair dryer, you should say: "Thank you, Tesla! Your power is magic."

Everyone has heard the name of Thomas Edison. His practical mind selected problems that people wanted solved. His solutions made him rich and famous. Tesla was hardly known outside the field of electricity. His theoretical mind tried to solve problems before they even existed. Most of his pioneering concepts are yet to be tested. You might say that Nikola Tesla had only one real problem. He was simply born too soon.

Story Questions

Write the answers to the following questions.

1. At the beginning of the story, why wasn't any water coming into the fire wagon?
2. How did Tesla solve that problem?
3. What happened to the city council thanks to Tesla's actions?
4. Which type of current did Tesla think was better?
5. Explain the disagreement between Tesla and Edison.
6. Why was there public resistance to Tesla's motors?
7. What did Westinghouse and Tesla hope to prove by supplying the power for the World's Fair?
8. Why did Westinghouse make such a low bid for supplying the power?
9. What's the connection between Tesla and the electricity in your home?

Sequencing

Write the following story events in the correct order.

- Tesla had a disagreement with Thomas Edison.
- Tesla studied electrical engineering.
- Tesla sold his patents to George Westinghouse.
- Tesla solved a problem with a fire wagon.
- Tesla helped supply power for the World's Fair.

Word Meaning

For each item, write the choice that has the same meaning as the underlined word.

1. The mayor and the city council sat on a wooden platform above the crowd. That way, everybody could see them.
   - chair
   - landform
   - raised floor
2. Tesla and Edison had numerous meetings. They got to know and like each other well.
   - a few
   - many
   - unfriendly
3. At first, people resisted the idea of using A.C. motors. They were afraid of the new motors.
   - accepted
   - ignored
   - were against
4. At the World's Fair, Tesla demonstrated that A.C. motors could work. He used the motors to light 92,000 bulbs.
   - doubted
   - showed
   - thought
5. A.C. current is an essential part of modern life. It lights up our homes and runs our factories.
   - a basic
   - a trivial
   - an unnecessary

Sentence Meaning

There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. The World's Fair was the break that Tesla had been waiting for.
   Tesla had been waiting for a _____, and he got it at the World's Fair.
   - broken machine
   - car part
   - chance

2. Tesla put on a show that made the crowd's hair stand on end.
   Tesla put on a show that _____ the crowd.
   - amazed
   - bored
   - brushed

3. Westinghouse was frozen with fear.
   Westinghouse was so afraid that he _____.
   - couldn't move
   - had a high fever
   - was covered with ice

4. Tesla was a genius who was born too soon.
   Tesla was a genius who was _____.
   - a small baby
   - ahead of his time
   - extremely smart

Writing

Whenever he saw a problem, Nikki Tesla figured out how to solve the problem.

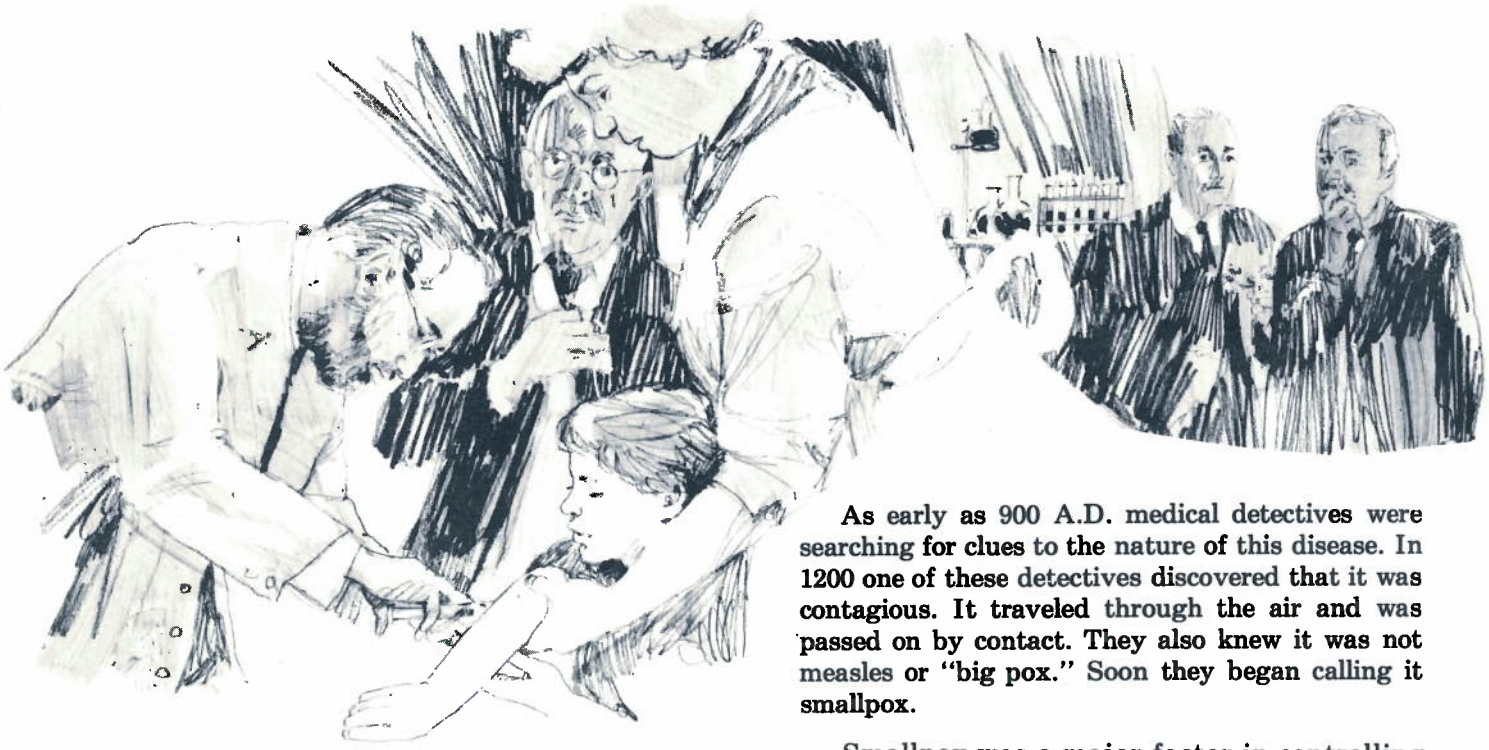
Think of a solution to a problem in your state. For example, does your state have a problem with pollution, litter, crime, or traffic? Do you have a solution for any of those problems?

Once you come up with a solution, write a letter to the governor of your state. Try to convince the governor that your solution will work. Your letter should answer the following questions:

- What is the problem?
- What is your solution?
- Why will your solution work?

Interesting Facts

- Tesla was tall, dark, and handsome. He was well dressed and extremely intelligent. He was considered the most eligible bachelor in New York, but he never married. Science was his only love.
- During the 1893 World's Fair, Tesla placed a small boat in a lagoon on the fairgrounds. With hundreds of people gathered around, he commanded the boat from shore and demonstrated for the first time the principle of remote control.
- Tesla invented numerous devices, including the arc light, radar, the induction motor, and new types of dynamos, transformers, and coils.



This is a story about a killer. Wherever he went he left a trail of death, destruction, and disfigurement. Many medical detectives stalked this villain. His identification and capture took over 1,000 years.

15

The Final Chapter

Death Of A Disease

by Paul Schneller

Our story begins in the ancient world. A small caravan stops at a desert village. The villagers welcome the caravan. They look forward to buying silks and spices, linen and lace. The caravan will take away gold and silver. Unknowingly it will leave behind a deadly disease. Soon one-half of the people in the village will be dead. Many others will be disfigured for life.

This story will be repeated in thousands of places. All through history, a pattern of "the plague" will appear. It will terrorize the civilized world for thousands of years.

In its early stages, this disease resembles the flu. Its victim complains of muscle pains and chills. A high fever follows. On the fourth day a red rash appears. The rash grows and looks like boils. In about three weeks these sores dry up. They leave disfiguring pockmarks.

As early as 900 A.D. medical detectives were searching for clues to the nature of this disease. In 1200 one of these detectives discovered that it was contagious. It traveled through the air and was passed on by contact. They also knew it was not measles or "big pox." Soon they began calling it smallpox.

Smallpox was a major factor in controlling population growth. In 1522 the population of Rome was 55,000 people. In 1527, just five years later, it dropped to 40,000 after an attack of what was probably smallpox. In London 58% of all children died before they reached five years of age.

There were other personal tragedies. Many who survived were marked for life. Thousands of young people were left disfigured and ran away from home. Others killed themselves.

A break in the case came when a British diplomat's wife visited Turkey. Lady Mary Montagu noticed that Turkish women had smooth skin. Hardly any showed scars of smallpox. She discovered the people in the Middle East were using inoculations to protect themselves against the disease. It was a method of introducing a weak strain of the actual smallpox virus into a healthy person. The inoculation was made between the thumb and first finger. It caused a small pockmark. This mark showed that one was "safe."

Lady Mary took the idea of inoculation back to England. It was first tested on criminals. They gambled their lives for freedom. They won freedom.

In 1721 the English Royal Family submitted to inoculation. The rest of the nation followed. It became common practice in much of Europe and in America. Catherine the Great introduced it to Russia in 1768. France resisted until the king, Louis XV, died from smallpox in 1774.

Inoculation worked, but it was dangerous. In one study, 30,000 people were inoculated and 1,200 died. A safer method was needed.

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In 1796 the greatest detective to work the case appeared on the scene. His name was Edward Jenner. He was an English doctor who had puzzled over the problem for years.

In making his rounds, Jenner noticed that milkmaids always seemed to have clear skin. Milkmaids never got smallpox. They did, however, get a milder disease called "cowpox." Jenner began to wonder. Did cowpox in some mysterious way protect humans against smallpox? He decided to test his theory.

On May 14, 1796, James Phipps, an 8-year-old boy, agreed to the test. Milkmaid Sarah Nelmes had a small cowpox sore on her hand. It came from milking cows. Jenner took some fluid from the sore and put it into a small cut on the boy's arm. The boy got a mild case of cowpox and only complained of a headache.

Next came the crucial test. In July, Jenner took fluid from a smallpox victim. He put the actual virus in the boy's arm. He waited. When the boy failed to develop smallpox, Jenner knew his theory was right: *cowpox prevented people from getting smallpox.* He rushed to complete 22 more experiments. He published his results in 1798. His work changed the face of the globe.

The disease was now on the run. In 1806, just eight years after Jenner's work, the city of London went a full week without a single death due to smallpox. The detectives were beginning to win.

By the end of the century medical teams had succeeded in clearing Europe and America of the disease. Populations exploded.

By 1970 smallpox was considered a rare disease. It could be found only in a few remote places. In 1977, medical detectives from WHO (the World Health Organization) had narrowed their search to the last person believed to have the disease. They traced "the killer" to Merka, Somalia. The suspect was Ali Maaow, a cook. He was isolated and his friends vaccinated. A year later, WHO officials announced the death of a disease known as Variola Smallpox. The case was officially closed.

But wait, our story is not over.

On August 24, 1978, Janet Parker walked into a Birmingham, England, hospital. She had a high fever and a rash. Doctors spent the entire day examining her. By late afternoon they still did not know what was wrong with her. They worked on into the night. Finally, they had the unbelievable answer. Janet Parker had smallpox. The disease that had been declared dead.

The news flashed through the medical world like a thunderbolt. How was this possible? Was the killer loose again?

Once again medical detectives were back on the case. Investigation showed that on July 25, 1978, Miss Parker spent the day ordering supplies for her photo lab. She used an empty office next to her darkroom. Her decision to use this office proved fatal.

The room was connected by a service duct to a laboratory below. There, Dr. Henry Bedson was completing his research. He was working with a deadly strain of smallpox taken from a 3-year-old boy in Pakistan in 1970. The strain was named Abid after the boy who died from it. It was Abid's strain that was found in Miss Parker's body.

Now . . . the final chapter.

After thousands of years and millions of deaths our story comes down to just three names. Janet Parker, Dr. Henry Bedson, and Variola Smallpox. Janet died in the Birmingham hospital. Of the millions of victims destroyed by this disease, Miss Parker has the distinction of being the last person in the world to die from it.

Dr. Henry Bedson, from whose laboratory the disease escaped, was a victim, too. He took his own life.

Of Variola Smallpox, very little more will be heard. He is confined to four research laboratories — in Atlanta, London, Moscow, and Tokyo — for the remainder of his life. He sleeps in a special freezer chest. He is stored in small glass tubes at a temperature of 94 degrees below zero. A strange blue light guards his place of confinement. Should he escape again, the light will kill him on contact.

No story of life and death is ever complete without a final thought. May Variola Smallpox rest in eternal peace.

Story Questions

Write the answers to the following questions.

1. What is smallpox?
2. What happened to the bodies of people who had smallpox?
3. Why was smallpox a major factor in controlling population growth?
4. How did people in Turkey protect themselves against smallpox?
5. What connection did Jenner find between cowpox and smallpox?
6. How did Jenner test his theory?
7. Why was Janet Parker's smallpox such a surprise to doctors?
8. Why do you think Dr. Bedson killed himself?
9. Why do you think scientists kept some smallpox virus instead of destroying it?

Sequencing

Write the following story events in the correct order.

- Janet Parker died of smallpox.
- People in Turkey discovered how to inoculate themselves against smallpox.
- Doctor Jenner discovered a safe way of protecting people from smallpox.
- The World Health Organization declared smallpox dead.
- People in England began using the smallpox inoculation method.

Word Meaning

For each item, write the choice that has the same meaning as the underlined word.

1. People who had smallpox were <u>disfigured</u> for life. Their bodies were covered with ugly marks.
   - crippled
   - cured
   - scarred
2. In its early stages, smallpox <u>resembles</u> the flu. The victims of the two diseases have the same problems.
   - comes from
   - is worse than
   - looks like
3. Smallpox is a <u>contagious</u> disease. It travels through the air and is passed on by contact.
   - catching
   - horrible
   - rare
4. Smallpox comes from a <u>virus</u>. The virus is so small that you need a microscope to see it.
   - bottle
   - disease
   - germ
5. The smallpox virus is <u>confined</u> in a special freezer. It can never escape the freezer.
   - given a fine
   - growing
   - imprisoned

Sentence Meaning

There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. Jenner's work changed the face of the globe.
   Jenner's work changed _____.
   - map drawing
   - people's faces
   - the world

2. The disease was now on the run.
   The disease was now _____.
   - affecting runners
   - coming under control
   - spreading

3. The news flashed through the medical world like a thunderbolt.
   The news _____ the medical world.
   - saddened
   - spread quickly around
   - took flash pictures of

4. Janet's decision to use the office proved fatal.
   Because she decided to use the office, Janet _____.
   - died
   - proved her theory
   - worked

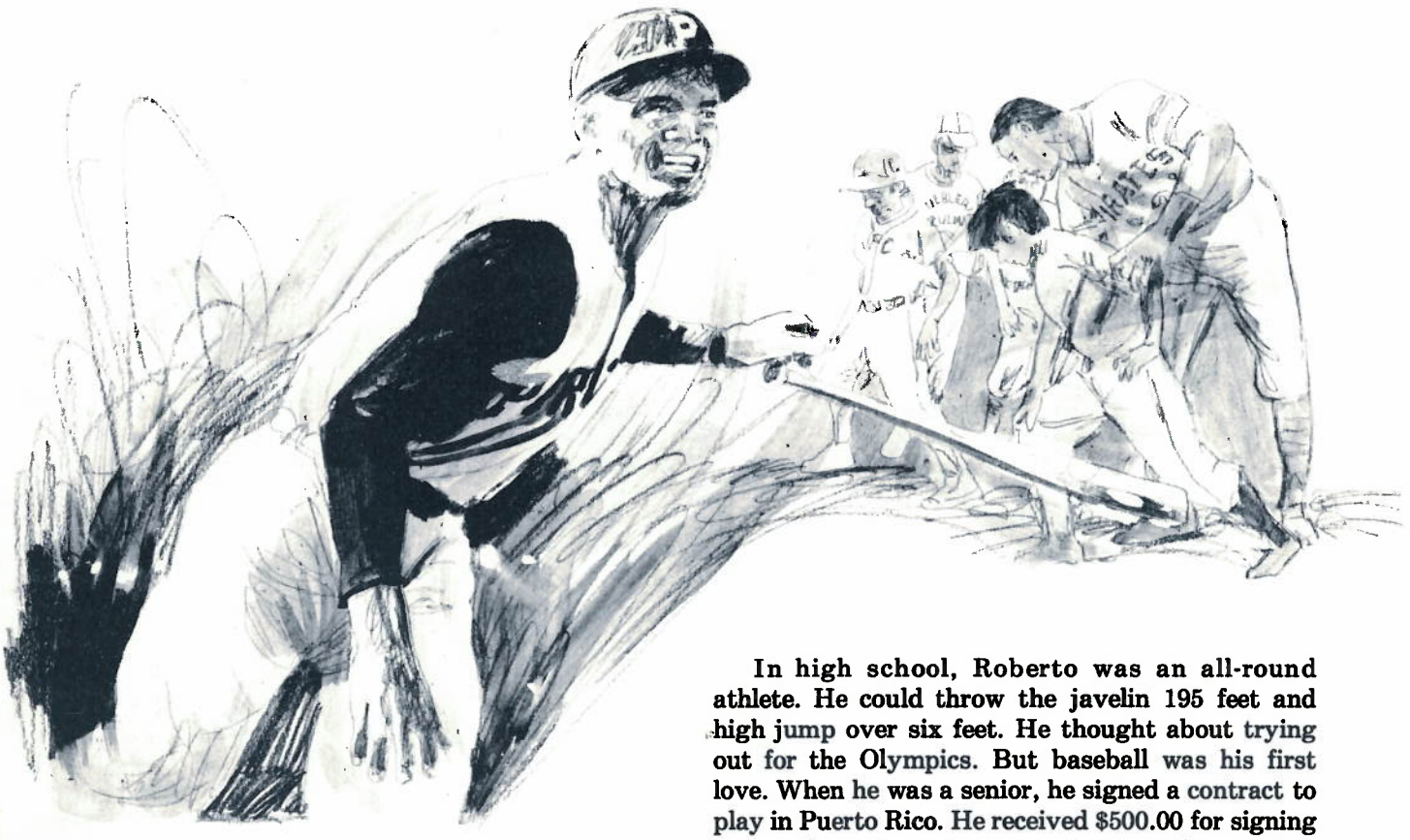
Writing

Doctors discovered how to prevent smallpox through careful study and hard work.

Write a report on a type of disease that doctors are still trying to cure, such as cancer, AIDS, or leukemia. First research the disease by reading books and articles or by talking to doctors or nurses. Find out what the disease does to people, what causes the disease, and how the disease might be cured. Present the findings in your report.

Interesting Facts

- Before 1500, all contagious diseases were called "the plague." It is only in the last two hundred years that doctors have been able to isolate diseases and identify specific viruses.
- Smallpox vaccinations were given on the upper left arm and left a small mark. They are no longer given.
- As a token of his appreciation for James Phipps, Dr. Jenner built the boy a stone cottage with his own hands. When it was finished, Jenner planted a rose garden in the back so that young Jimmy would always be reminded of the beauty in life.



He was the kind of person you remember. The type you write a story about. He was a professional ball player. He played the game better than almost anyone else. He was proud of what he did. He was proud of who he was. He cared about his island and its people. As a matter of fact, if he had cared a little less this story would have a different ending.

The Final Chapter

Roberto

by Paul Schneller

The star of our story was born on the beautiful island of Puerto Rico in 1934. His family was poor and had to work together to make ends meet. His father was a foreman on a sugar plantation. His mother ran a small grocery store. Roberto delivered milk every morning before he went to school.

Whenever Roberto was not helping his parents, he played baseball. He played so much he often missed his meals. Once his mother put his bat in the fire to teach him a lesson. Roberto quickly pulled the bat out of the fire and promised to eat on time.

In high school, Roberto was an all-round athlete. He could throw the javelin 195 feet and high jump over six feet. He thought about trying out for the Olympics. But baseball was his first love. When he was a senior, he signed a contract to play in Puerto Rico. He received $500.00 for signing and a salary of $40.00 per week. "Imagine me," he would say, "getting paid money to play baseball." He was probably thinking of those thousands of sugar cane workers earning $30.00 to $40.00 per month working in the field.

One day a group of American scouts saw Roberto play. Dodger scout Al Campanis, who spoke Spanish, asked Roberto to come to a Dodger "tryout" camp.

After the "tryout" camp, the Dodgers offered Roberto a bonus contract. He received $10,000 cash and a two-year contract.

Major league bonus contracts were very controversial. In order to keep the rich teams from signing all the good players, league rules required that once a "bonus baby" was signed, he had to remain with the major league team for two years. If he were sent down to the minors, he could be drafted by another team.

The Dodgers decided to take a chance with Roberto. They sent him to their Triple A farm team in Montreal. They told the Montreal manager to use Roberto, but to hide his talents. Roberto could not understand what was happening to him. When he struck out or played poorly, he would stay in the game. If he made a good play or got too many hits, he would be taken out. Once he hit three triples in one game. The next day he was benched. Another

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time, Montreal loaded the bases in the first inning. It was Roberto's turn to bat. Suddenly the manager called Roberto back to the dugout and sent in a pinch hitter.

Roberto was confused and angry. He did not understand why the Dodgers were trying to make him look bad. Was it because he was a rookie? Was it because he was black and Spanish? Other players might have quit, but not Roberto. He had too much pride. He would show them. He would prove he was better than any player on the team.

One scout was not fooled by the Dodger tactics. His name was Clyde Sukeforth. He told his team, the Pittsburgh Pirates, to draft this young Puerto Rican. "He must be good," he said, "the Dodgers are trying to hide him!"

As a Pirate, Roberto went on to become a superstar. He won the National League batting crown four times. In 1967 he hit .357, the highest average in the league in 20 years. He was voted Most Valuable Player in 1966, and he played in 12 All-Star games. His fielding was just as phenomenal. He won the Golden Glove Award for fielding excellence 12 times.

Every off-season Roberto hurried home to his island. His second love was working with kids. He wanted to share his good fortune with others. He held baseball camps. He visited schools. His message was always the same. "Have dreams. Work hard. Never lose your dignity."

Roberto dreamed of a Sports City. A place where young people could learn to play and live together. A place where fathers could visit their sons and talk. "One of our biggest problems today," he said, "is that fathers don't have time for their kids. By the time kids are on dope, it's too late."

Roberto told his story to anyone who would listen. Even to some who wouldn't. He never gave up. He had great pride in his people.

1972 was a climactic year for Roberto. After playing major league baseball for 18 years, two goals eluded him. Recognition as a Puerto Rican athlete and completion of his plans for a Sports City.

On September 30th, Roberto had his chance to gain that recognition. It was his last series. All over Latin America, people were listening to the radio broadcast. On his second trip to the plate, Roberto got a double. It was hit number 3000. Only ten players had ever made it. Until then, none was a Latin American. Who could have foretold that Roberto would hit 3000 exactly?

The season was over. Again Roberto went home to work for a Sports City. Again he called on government officials and business executives. Again they made promises. No one sent money. His plans seemed doomed. But now our story takes a strange turn.

On December 23, 1972, San Juan Radio carried a tragic bulletin. A major earthquake had struck Nicaragua. Streets, buildings, and homes were swallowed up. Over 10,000 people were killed; 200,000 were homeless.

Roberto put aside his plans for a Sports City. He rushed to organize a disaster relief program. He went on radio and TV to appeal for medicine, food, and clothing. He asked people to help load the ships and planes carrying supplies.

Finally the job was done. The last plane was ready to go. Roberto and his friends climbed aboard. It was the last day of '72. Tomorrow would be a new year.

Now . . . the final chapter.

Roberto's plane went down just after takeoff. It crashed into the ocean off the coast of Puerto Rico, where he had been born 38 years before. His death shocked the world. The island went into mourning.

While he was alive, Roberto's dream for a Sports City was never realized. Suddenly his death made people understand his concern. Funds began pouring in from all over the world. The government of Puerto Rico gave $1,000,000. The city of Pittsburgh started a special fund. Baseball fans sent money, too.

In the United States, an extraordinary meeting was held. Baseball writers waived a five-year waiting period and elected Roberto into the Baseball Hall of Fame. The first Latin American player so honored. He had reached both his goals.

Roberto lived the way he died. Always caring. Always trying. He gave all he could on the diamond and it made him a superstar. He gave even more off the field and it made him immortal. In honoring his life, the Pittsburgh Pirates retired his baseball uniform. He wore number 21. No player will ever wear that number for the Pirates again. There will never be another Roberto. For you see, the number of letters in the full name of Roberto Clemente Walker is exactly 21.

Story Questions

Write the answers to the following questions.

1. On which island was Roberto born?
2. Why did Roberto's mother once put his bat in the fire?
3. How did Roberto's salary compare to the salaries of the sugar cane workers?
4. Why was Roberto confused and angry when he played for Montreal?
5. What were some of the accomplishments that made Roberto a baseball superstar?
6. What was Roberto's message for young people?
7. What was the purpose of the Sports City?
8. Who was Roberto helping when he was killed?
9. Compare Roberto to most other professional baseball players. How was he different from them?

Sequencing

Write the following story events in the correct order.

- Roberto signed a contract with the Dodgers.
- Roberto got his 3000th hit.
- Roberto had a difficult time in Montreal.
- Roberto organized a relief program for earthquake victims.
- Roberto was drafted by the Pittsburgh Pirates.

Word Meaning

For each item, write the choice that has the same meaning as the underlined word.

1. Some types of baseball contracts <u>were controversial</u>. People disagreed about them.
   - caused arguments
   - were worth money
   - weren't discussed

2. Roberto's fielding was <u>phenomenal</u>. He won the Golden Glove Award for fielding excellence twelve times.
   - average
   - fantastic
   - pretty good

3. Roberto gained <u>recognition</u> as a baseball player. He was known all over the country.
   - ability
   - fame
   - high salaries

4. Who could have <u>foretold</u> that Roberto would get exactly 3000 hits? No one knew that he would die in a short time.
   - been told
   - forgotten
   - predicted

5. While he was alive, Roberto's dream for a Sports City was never <u>realized</u>. It came true after he died.
   - discussed
   - made real
   - understood

Sentence Meaning

There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. The poor family had to work hard to make ends meet.
   In order to _____, the poor family had to work hard.
   - meet friends
   - run errands
   - survive

2. Roberto's plans seemed doomed.
   It seemed that Roberto's plans _____.
   - were dark and gloomy
   - weren't well thought out
   - wouldn't come true

3. Roberto gave all he could on the baseball diamond.
   On the baseball diamond, Roberto gave _____.
   - all the money he could
   - his belongings away
   - his full effort

4. One day Roberto played well, but the next day he was benched.
   Roberto played well one day but _____ the next day.
   - made a bench
   - played very well
   - was not allowed to play

Writing

Roberto dreamed of a Sports City where young people could learn to play and live together.

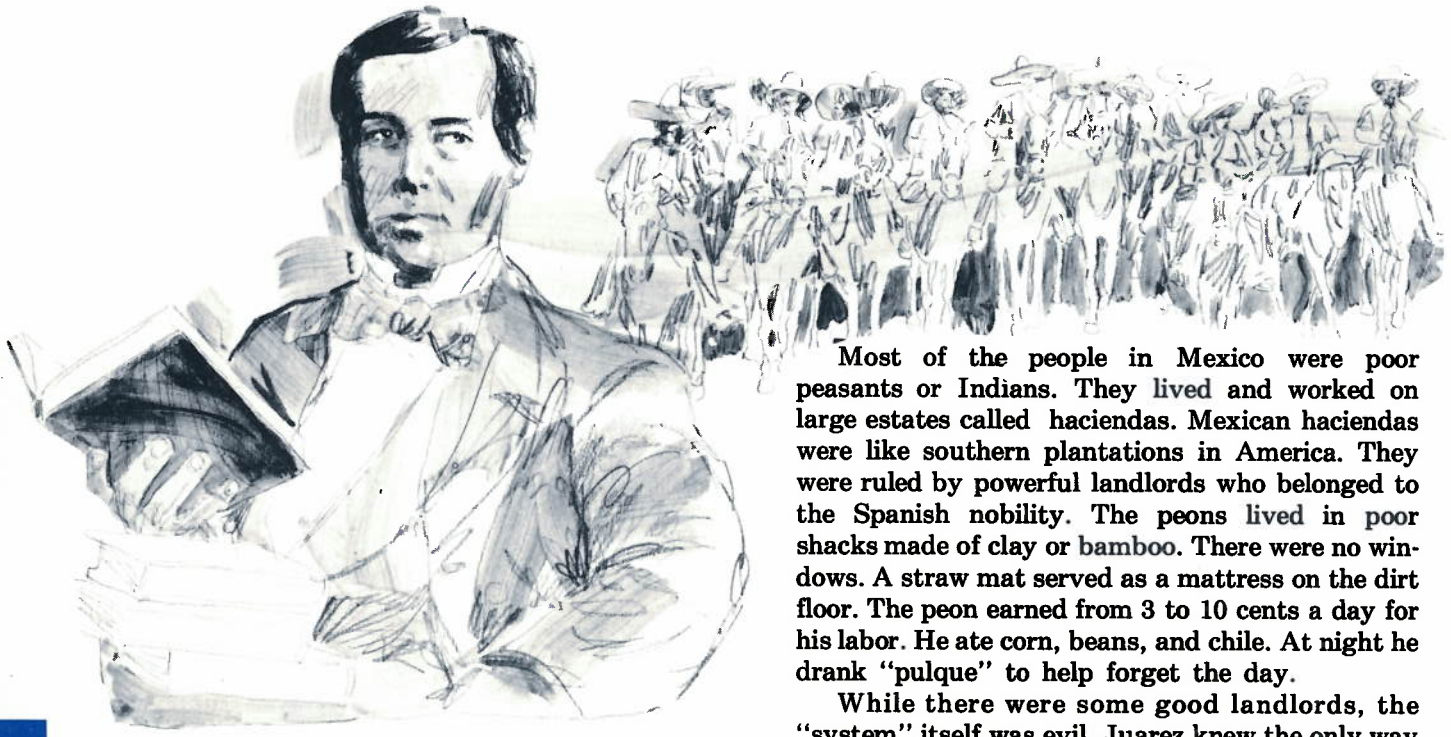
Make a plan for an ideal city. Try to answer the following questions in your plan:

1. What kinds of houses would people have?
2. Where would people work?
3. How would people get around?
4. How would the city help people live together peacefully?

Begin by making a map of your ideal city. You can also make drawings of homes, workplaces, and other features. Then write a general description of your city. Be sure to answer the questions above and any other questions you think are important.

Interesting Facts

- When Roberto went to the Dodger tryout camp, he ran the sixty-yard dash in 6.4 seconds. Wilma Rudolph (Story 13) ran the sixty-yard dash in 6.9 seconds.
- The Milwaukee Braves offered Roberto $28,000 to sign a contract. Roberto, however, agreed to sign with the Dodgers because he had given them his word he would sign for $10,000.
- Every spring, Pirate players are reminded of Roberto. Room 231 of the Pirates' spring training motel is locked. It belonged to Roberto. A small metal plaque on the door says: "I want to be remembered as a ballplayer who gave all he had to give. —Roberto Clemente: 1934-1972"



It was 1857. Two great nations were moving closer to civil war. In the north a young republic was about to determine the future of slavery. In the south a new republic would try to free itself from its past. This is the story of Benito Juarez, the man who led Mexico from feudalism to freedom.

The Final Chapter

Battles, Books & Bandits

by Paul Schneller

Benito Juarez was born in 1806. His parents died when he was only three. He lived with an uncle at first. Later with his sister Marie. She was a cook in the home of the Maza family.

One day don Antonio, a friend of Senor Maza, took Benito to see his bookbinding shop. Benito was amazed. Wherever he looked, he saw books. Young Benito wished he knew what was in those books. He wanted to learn how to read. Don Antonio agreed to teach him.

The more Benito read, the more he wanted "to become somebody." Don Antonio encouraged him to go to school. Benito did. He was a good student. He read all the time. A friend gave him some rosin so he could even read at night.

Eventually Juarez graduated from school as a lawyer. He opened an office in Oaxaca. As a lawyer for poor people and the growing middle class, he saw the injustice of Mexican law. It protected the rich and ruling class.

Most of the people in Mexico were poor peasants or Indians. They lived and worked on large estates called haciendas. Mexican haciendas were like southern plantations in America. They were ruled by powerful landlords who belonged to the Spanish nobility. The peons lived in poor shacks made of clay or bamboo. There were no windows. A straw mat served as a mattress on the dirt floor. The peon earned from 3 to 10 cents a day for his labor. He ate corn, beans, and chile. At night he drank "pulque" to help forget the day.

While there were some good landlords, the "system" itself was evil. Juarez knew the only way to change it was to educate the people and change the laws. Books would give him the knowledge. Politics would give him the power.

Juarez decided to run for Congress. He was elected and went to Mexico City. Later, he became governor of the state of Oaxaca. There, he put his knowledge and power to work. He built schools and roads. He ran an honest government and took his state out of debt.

In 1852, Santa Anna, the Mexican general who destroyed the Alamo, took power as a dictator. He ordered all liberals in the country arrested. Juarez was captured and sent into exile. He went to the United States.

In New Orleans, he and other Mexican liberals planned for their return. Juarez spent his days reading about the United States and its constitution. In the evenings he made cigarettes, which he sold on street corners. This helped him pay for his 10-cent meals and $5.00 a month room.

In 1854 a rebellion broke out in Acapulco. Juarez and his fellow exiles returned to help drive Santa Anna from power.

As a member of the liberal party, Juarez helped write the Constitution of 1857 and the "Laws of Reform." These new laws were designed to destroy Spanish feudalism. They provided for free public schools; freedom of speech and the press. They did away with titles of nobility.

The ruling class did not like the new laws. Landlords wanted to keep their haciendas. Generals wanted to maintain their private armies. The church wanted to retain both its land and power. As conservatives, they joined together. They attacked the infant republic.

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In 1858, conservative forces marched on Mexico City. President Commonfort resigned. He fled to New York. Juarez was made president. The conservative army captured the capital. Juarez escaped to Vera Cruz. Mexico now had two governments. One was liberal; one conservative. The civil war that followed divided the country. It set city against province; church against state. Brothers often fought on opposite sides. Bandits fought on both sides. Sometimes they even changed sides during the actual battle.

Juarez and his scattered armies survived. But there were many narrow escapes. Once, an assassin's bullet missed his head by inches. Later mutinous troops captured him. They said he would be executed. He was told to stand against a wall. An officer entered. He commanded his men to: "Get ready! . . . Aim! . . ." Suddenly, the Spanish poet Prieto burst into the room. He placed his body between Juarez and the firing squad. He shouted: "Put down your rifles! Brave soldiers are not assassins." The men lowered their rifles and quietly walked away.

The War of Reform ended in 1861, as the American Civil War was starting. Juarez had won, but the country was devastated. Cattle and crops were destroyed. Roads were in ruin. People were out of work. Bandits were everywhere. Not a single road was safe to travel.

Juarez knew that Mexico needed a strong leader. He was determined, however, to govern by law, not force. Without money, he was without power. The government was losing $400,000 a month. The foreign debt was $80,000,000. Soldiers and government workers had not been paid for months. Juarez decided to act. He told the foreign powers he would stop payment on Mexico's debts for two years. He needed the time and money to pull his country together again.

England, Spain and France were furious. They sent armies to collect their debts. When England and Spain discovered that France was more interested in conquest, they returned to Europe. France, with an army of 30,000 soldiers, began a march on Mexico City.

On March 31, 1863, Juarez appeared before Congress. French cannons could be heard in the distance. "Great has been our reverse," he said, "but victory will be ours . . . because the nation still has strong sons to defend her." Juarez went to a balcony. He waved the Mexican flag. He called out to the crowd, "Viva Mexico." The call came back, "Viva Mexico."

That evening, the president of Mexico, with a small military escort and two black carriages, disappeared into the desert. Juarez began his third exile.

Mexico was a vast country. By continually moving about, Juarez hoped to confuse the French and wear them out. He traveled by day. He rested at night. Friendly farmers gave him food and water. Loyal servants carried government messages to his scattered forces. Often they had to run hundreds of miles.

As the war dragged on, travel became more difficult. Juarez had to make an important decision. His books would have to be abandoned. Loyal Mexican soldiers volunteered to guard them. One said, "We will stay here with your books, Senor President, until you tell us it is safe to return." In a cave near a small stream, Benito Juarez turned over his beloved books to eight faithful comrades. They would stand guard for three years.

Juarez continued his slow retreat north. Finally he reached the American border. He had run out of room. But it was 1865. The Civil War in America had ended. Ammunition and guns were left along the Texas border. Mysteriously these supplies would appear the next day in the Republic of Mexico. Juarez now ordered his armies to begin attacking.

The French realized they had lost the war. They began retreating. Emperor Maximilian, whom the French had put on the throne, was captured and executed.

On July 15, 1867, Benito Juarez returned in triumph to Mexico City. He arrived in his simple black carriage. It had been his "war office" for three years. He rode through cheering crowds to the National Palace. From there he served his country for five more years. He put into practice his most famous words: "Among nations, as among individuals, respect for the rights of others *is peace.*" It was the first time in over half a century that Mexico enjoyed both peace and freedom.

Now . . . the final chapter.
Benito Juarez belongs to all people, everywhere. His love of learning and regard for the law inspired Mexicans to believe in themselves and in their country. His beliefs eventually molded the Mexico of today.

His love affair with books began when he walked into don Antonio's shop. It sustained him through all his years of battle. It helped him guide the young republic. That black carriage of books, hidden in a cave, contained the National Archives of Mexico. By preserving Mexico's past, he insured its future.

One strange fact remains. The National Archives were written in Spanish. But the Mexican who valued and protected them was not even of Spanish descent. For you see, the first citizen president of Mexico, Benito Juarez, was born, lived, and died a full-blooded Zapotec Indian.

Story Questions

Write the answers to the following questions.

1. How did Juarez learn so much as a young boy?
2. Who controlled the haciendas before Juarez came to power?
3. Describe the living conditions for people who worked on the haciendas.
4. Why do you think Juarez decided to run for Congress?
5. Why didn't the conservatives like the "Laws of Reform" that Juarez helped write?
6. Which two sides fought in the Mexican civil war? Why?
7. Why did England, France, and Spain send troops to Mexico?
8. What mysterious event helped Juarez defeat the French?
9. Juarez said, "Respect for the rights of others is peace." What do you think he meant?

Sequencing

Write the following story events in the correct order.

- Juarez ruled Mexico for five peaceful years.
- Juarez fought against the French.
- Juarez became governor of Oaxaca.
- Juarez fought in the Mexican civil war.
- Juarez helped write the "Laws of Reform."

Word Meaning

For each item, write the choice that has the same meaning as the underlined word.

1. Juarez saw the injustice of Mexican law. It protected the rich and punished the poor.
   - equality
   - greatness
   - unfairness
2. Juarez helped write the "Laws of Reform." They destroyed the old system and gave people freedom.
   - change
   - sameness
   - traffic
3. The assassin acted on his own. His bullet missed Juarez by inches.
   - archer
   - murderer
   - soldier
4. The war was over, but the country was devastated. Towns were in pieces, crops were dying, and roads were a mess.
   - ruined
   - the same
   - vast
5. Travel had become difficult. The carriage full of books would have to be abandoned.
   - filled
   - left behind
   - studied

Sentence Meaning

There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. Great has been our reverse, but victory will be ours.
   _____ , but victory will be ours.
   - Things are going great
   - We are going backwards
   - We have had a major loss

2. The nation has strong sons to defend her.
   The nation has strong _____ to defend her.
   - allies
   - citizens
   - weapons

3. Juarez returned in triumph to Mexico City.
   When Juarez returned to Mexico City, _____.
   - he had lost
   - he was in a car
   - people cheered

4. Juarez's beliefs molded the Mexico of today.
   Juarez's beliefs _____ the Mexico of today.
   - shaped
   - were different from
   - were older than

Writing

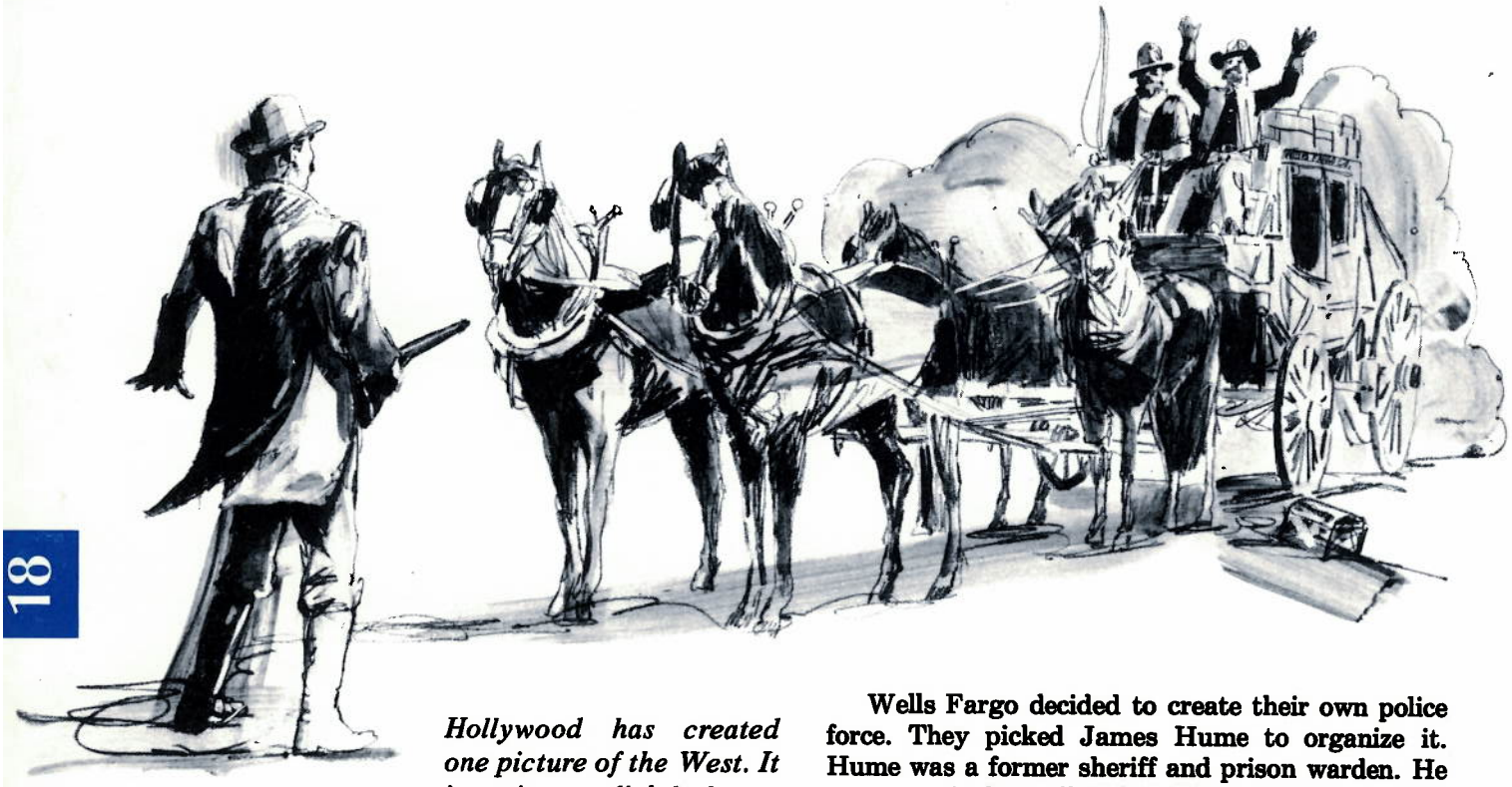
Juarez believed that nations and people could have peace if they respected the rights of others.

How do you think the world could have peace? Write an essay that explains your ideas. Try to answer the following questions in your essay:

1. What is peace?
2. What things keep the world from being a peaceful place?
3. What specific changes could make the world peaceful?

Interesting Facts

- As president of Mexico, Juarez would not wear elaborate uniforms or fancy hats. He did away with all military pomp and ceremony and even refused to use bodyguards.
- Juarez was just over five feet tall. He was always very courteous. His modesty in dress and manners confused his enemies.
- True to himself, Juarez died in bed with a book in his hands.



Hollywood has created one picture of the West. It is an image slightly larger than life. This is another version of two of the West's most unlikely heroes.

The Final Chapter

The Detective And The Poet

by Paul Schneller

It was 1865. The Civil War had just ended. Americans were on the move. They were heading west. Gold had been discovered in California. Everyone, it seemed, was going west to seek his fortune.

Wagon trains moved out of the east daily. Ranchers and farmers sought new land. Merchants and workers wanted new opportunities. Miners and bandits sought gold. Towns were established all along the way.

To serve these new towns and travelers, express companies were formed. Two of the largest became famous. One was American Express. The other was Wells Fargo. As stagecoach business increased, so did robberies. Bandits found it easier to steal gold than to dig it from the ground. By 1873 Wells Fargo was plagued by robberies. Businessmen were afraid to ship goods. People were afraid to travel. Something had to be done.

Wells Fargo decided to create their own police force. They picked James Hume to organize it. Hume was a former sheriff and prison warden. He was over six feet tall and weighed over 200 pounds. Hume did not fit the usual picture of a western lawman, however. He was good-natured and soft-spoken. He got along with everyone, including the criminals. He kept a garden and liked to grow roses. He didn't even carry a gun.

Hume's approach to holdups was different too. Instead of sending a posse to search for bandits, he sent his men to search for clues. He told his agents to study the scene, collect evidence, and interview witnesses. He wanted to develop a separate file on each robbery.

His methods produced incredible results. By 1884, Hume had arrested and sent to prison over 240 holdup men. Another 16 bandits were killed during robberies. Seven others were hanged by angry citizens.

But Hume was not satisfied. His most famous opponent, Black Bart, was still free. Bart was the West's most famous holdup artist. He had personally held up 27 Wells Fargo stages. The only clues he ever left were poetic. After the Quincy stage robbery, Hume's men found the following bit of verse.

Let come what will, I'll try it on
My condition can't be worse.
And if there's money in that box
'Tis money in my purse.

BB
The Poet

On another occasion, the following note was found in an empty cash box.

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Here I lay me down to sleep
To wait the coming morrow.
Perhaps success; perhaps defeat
And everlasting sorrow.

BB
The Poet

The newspapers followed Bart's exploits with great interest. Readers were always anxious to read about Bart's latest robbery. They wondered if he would get caught. Hume must have wondered too. His file on Bart was getting larger by the month. It showed that The Poet was dark-complected. That he had brown hair which was turning gray. He had blue eyes and heavy eyebrows. His two front teeth were missing. He wore size 8 handmade boots, and dressed more like a preacher or businessman than a bandit.

In spite of his great success, Bart had some narrow escapes too. One occurred in 1882. Bart stopped the LaPorte to Oroville stage. He held his gun on the driver. He told the messenger to: "Throw down the cash box!" Suddenly, Hackett, who was riding shotgun, fired at Bart. The bullet missed. It frightened the horses. They reared up and lunged ahead. Bart was knocked to the ground. Hackett continued to fire. The coach raced forward. Bart escaped into the woods. Instead of leaving poetry, he left quickly.

But time and Hume were catching up to Bart. In November of 1883, Bart planned to hold up the Milton to Sonora stage. It was the scene of his first robbery. It would be the scene of his last. Bart picked a spot in the road that had a sharp turn. The stage would have to slow down. Bart sat down to wait. Hours went by. Finally, off in the distance, he could hear wooden wheels turning on the dirt road. The horses' hooves broke the silence of the night. The stage approached the turn. It slowed down. Suddenly Bart appeared in the road. He yelled, "Hold it! Right where you are!" McConnell was the name of the driver. Bart told him to unhitch the horses. Using his hatchet, he broke open the money box which was bolted to the floor. While Bart was busy getting the treasure, McConnell's assistant got free and fired his gun. Bart was wounded but again he escaped into the woods. In his haste, however, he left behind some of his tools, and a handkerchief with a laundry mark.

On hearing the news, Hume exclaimed, "We have him now." Hume told his men to check every laundry in the area. In seven days, his agents called on ninety laundries. They had no success. On the ninety-first try, Hume struck gold.

The world's most famous laundry mark, F.X.0.7, led to the West's most famous robber. The trail took Hume to San Francisco. There it led to a gentleman named Charles Bolton. At first Bolton denied everything. But under questioning, he finally confessed. Hume's evidence, collected over eight years, was too much. Bolton admitted that he was Frank Bolis, alias Black Bart, alias The Poet. He was tried and convicted of armed robbery. He was sentenced to San Quentin prison. His arrest came only 18 days after leaving that fatal handkerchief.

Now . . . the final chapter.

James Hume belongs in our story because he introduced modern methods of law enforcement to the old West. He taught his men to study the scene of the crime. He made his agents interview witnesses and gather information. He used a new type of professional crime fighter called "the detective."

But what of Black Bart? Why is he part of our story? Well, actually, Bart the Poet was not a typical holdup man at all. For you see, the West's most famous robber never owned a horse. As a matter of fact, he couldn't even ride. Black Bart committed all 28 stagecoach robberies alone and on foot. His shotgun was never loaded.

Story Questions

Write the answers to the following questions.

1. What was the purpose of the express companies?
2. What reasons did bandits have for holding up stagecoaches?
3. Why did Hume's men study the scene of a holdup?
4. Which people would Hume's men interview after a holdup?
5. Black Bart wrote, "If there's money in that box, 'tis money in my purse." What did he mean?
6. How do you think newspaper readers felt about Black Bart? Why?
7. What important clue led Hume to Black Bart?
8. How was Black Bart different from other holdup men of his time?
9. How was James Hume different from other lawmen of his time?

Sequencing

Write the following story events in the correct order.

- Hume's men examined Black Bart's handkerchief.
- Robbers began holding up stagecoaches.
- Wells Fargo hired James Hume.
- Black Bart was sentenced to San Quentin prison.
- Black Bart held up the Sonora stage for the last time.

Word Meaning

For each item, write the choice that has the same meaning as the underlined word.

1. Wells Fargo stagecoaches were <u>plagued</u> by robberies. People were afraid to travel.
   - often affected
   - sickened
   - untouched
2. Some sorrows are soon forgotten. Others <u>are everlasting</u>.
   - are hard to remember
   - last forever
   - never happen
3. The newspapers followed Bart's <u>exploits</u> with great interest. Readers wanted to know about his latest robbery.
   - deeds
   - donations
   - explorations
4. Black Bart was <u>dark-complected</u>. His flesh was not very light.
   - dark and complex
   - dark-haired
   - dark-skinned
5. Under questioning, Charles Bolton finally <u>confessed</u> that he was Black Bart. The police had too much evidence against him.
   - admitted
   - denied
   - imagined

Sentence Meaning

There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. Hume did not fit the usual picture of a western lawman.
   Hume was _____ western lawman.
   - a typical
   - an unusual
   - the best

2. Bart was the West's most famous holdup artist.
   Bart was the most famous _____ in the West.
   - painter
   - poet
   - stage robber

3. Here I lay me down to sleep to wait the coming morrow.
   I'll fall asleep here and _____.
   - come back tomorrow
   - think of my sorrow
   - wait for tomorrow

4. After trying ninety stores, Hume finally struck gold.
   After trying ninety stores, Hume finally _____.
   - became rich
   - found what he wanted
   - gave up

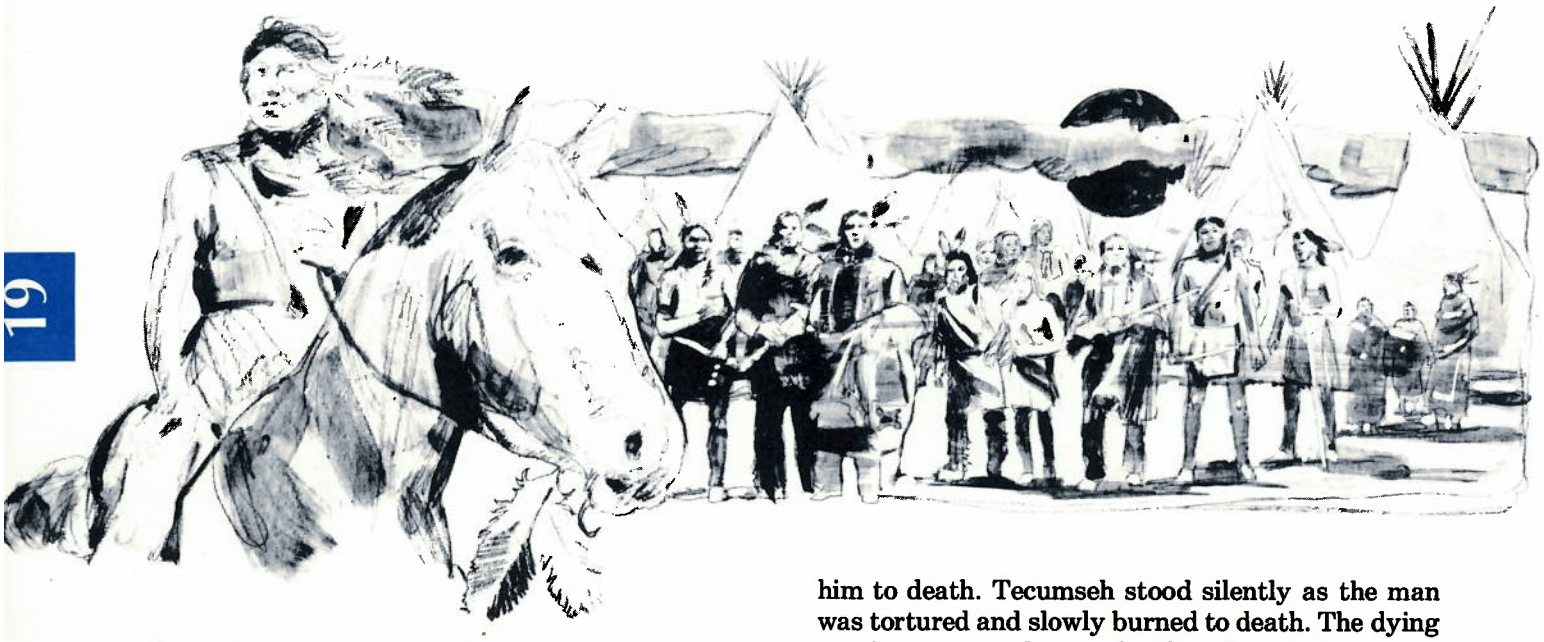
Writing

James Hume collected evidence by interviewing witnesses.

Write a conversation between James Hume and McConnell, the stagecoach driver who witnessed Bart's last holdup. Write the questions that you think Hume would ask McConnell. Use the story and your own imagination to figure out McConnell's answers.

Interesting Facts

- Like many people of his day, James Hume had no formal schooling. Instead, he used common sense and accurate observation. Hume's friends said he could simply look at the scene of a robbery and tell how it was committed.
- Hume's home was always open to former convicts. Many stayed with him after their release from prison until Hume could find them a job. He also loaned them money to get started.
- Much of Black Bart's success was attributed to where he had breakfast. Whenever possible, Bart ate at the same bakery as members of the San Francisco Police Department.



Sometimes an entire nation can be represented by a single man. Its destiny is often his. This is the story of such a man.

The Final Chapter

Destiny Calls

by Paul Schneller

It is the fall of the year. Any year. The football season has arrived. There are bands and banners; pep rallies and parades.

At the U. S. Naval Academy, cadets get ready for their big game against Army. Long columns of cadets march past a huge statue. It is of an American Indian. As each platoon passes, they snap off a "left hand salute." The statue stands for a man; the man for an idea. This is his story.

Tecumseh was born in 1768 in the Ohio Territory. On the night of his birth, a brilliant meteor passed over his village. His father, a Shawnee chief, named his son "Shooting Star" in honor of this sign.

When "Shooting Star" (Tecumseh) was six, his father was killed. Later, two of his brothers died in battle. They died trying to keep the "white man" from settling on their land. Tecumseh vowed that when he grew up he would become a warrior like his father. He would stop the white man from taking Indian land.

At fifteen, Tecumseh joined a Shawnee raiding party. One day, his band of warriors surprised 13 white men crossing the Ohio River. One man survived the attack. The Indians decided to torture him to death. Tecumseh stood silently as the man was tortured and slowly burned to death. The dying man's agony and pain deeply affected Tecumseh. For the first time in his life, he felt ashamed. He could remain silent no longer. Suddenly he spoke! "What I have seen today makes me ashamed. My heart is sad. This picture will be forever in my mind! What you have done is wrong. Never again will I take part in the torture of a living creature, man or animal. No man can be my friend who tortures another human." The warrior braves stood silent. Their future leader had just made his first speech.

When his older brother was killed, Tecumseh was elected leader. He was 20 years old. Tecumseh and his band of warriors traveled throughout the Ohio Territory. Wherever they went it was the same. The Indians were divided and weak. The white man was united and strong. Tecumseh realized that all his years of fighting had not stopped the advance of the white man. If the Indians were to survive, they would have to unite. Tecumseh decided that he would try to unite them into a single nation, a federation. It would be strong like the white man's.

But in the spring of 1795, Indian chiefs in Ohio signed the Greenville Treaty. It gave two-thirds of the territory to the United States. Tecumseh had refused to attend the meeting. When he heard what had happened, he broke with the "peace chiefs" who had signed the treaty. He said he would not accept what they had done.

Tecumseh's opposition to the treaty made him famous among both Indians and whites. Soon large numbers of unhappy Indian warriors began to promise Tecumseh their loyalty. Many tribes began calling him their chief.

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The United States appointed a new governor of the territory. His name was Harrison. His strategy was to divide and conquer. He planned to make separate treaties with individual tribes and minor chiefs.

Tecumseh and Harrison met often at council meetings. Tecumseh argued that no tribe had the right to sell land. "Sell a country," he proclaimed, "why not sell the air, and birds as well."

Governor Harrison became alarmed over Tecumseh's growing strength. In a report to the Secretary of War, Harrison said, "Tecumseh is one of those uncommon geniuses who spring up occasionally to produce revolution." Later he wrote: "If the whites were any weaker, Tecumseh would win."

Since Ohio had been lost to the white man, Tecumseh decided to make a stand in Indiana. With his one remaining brother, called "The Prophet," he established a model Indian community. It was located near the mouth of the Tippecanoe River. If Indians were to succeed, they would have to return to their ancient ways. This would mean no more inter-marriages with whites; no more firewater.

Tecumseh left his brother in charge and went throughout the territory looking for support. He journeyed as far north as Canada and south to Florida. Everywhere he went, he spoke out for an Indian federation. His reputation continued to grow. Even the British began to listen.

Tecumseh's greatest test came in 1808. It did not come from Governor Harrison, white soldiers, or other Indian chiefs. It came, instead, from a beautiful 16-year-old white girl. Her name was Rebecca Galloway. She had golden hair and blue eyes. When she spoke to Tecumseh in his own language, Algonquin, he fell in love with her.

Tecumseh spent the summer courting Rebecca. They went on long walks in the woods and canoe rides on the shimmering waters. There were English lessons and readings in the Galloway living room. In time, Rebecca's mother and father agreed to their marriage. There was one condition. Tecumseh would have to give up his Indian ways. He would have to live in the white man's world.

Tecumseh didn't know what to do. He was in love. "I must go back to my people for an answer," he said. "I will return in one moon."

For weeks Tecumseh wrestled with his future. Should he marry Rebecca and live in her world? Should he give her up? What should he do? Finally, he returned to Rebecca. He held her gently. He confessed she was the only woman he had ever loved. There would never be another. Then, in halting English, he said: "Rebecca, I am Indian. I was born Indian. I will die Indian. I have been chosen to lead my people. It is my duty. I cannot think of myself."

This sad farewell marked the turning point in Tecumseh's life. He was a man of destiny. He had to unite all the Indian tribes before it was too late. Time was running out.

Tecumseh, with a small band of warriors, set out to gain final support for his federation. In Canada, he got British support. He returned with guns, ammunition, and clothing. He even got a promise of military help if war should come.

When Tecumseh went south to get the aid of the Creeks and other tribes, Harrison saw his chance. He sent 900 soldiers to an area near Tippecanoe. "The Prophet," enjoying his new power, ordered an attack. He told his Indian warriors he had a "vision" of victory. "The white man's bullets," he said, "will not hurt you. They will bounce off your flesh."

The Battle of Tippecanoe took place on November 7, 1811. Its bullets were the first fired in the War of 1812. The Indians were defeated and scattered. "The Prophet" had lied. He saved his life by escaping to Canada.

When Tecumseh returned and discovered what his brother had done, he was furious. In one single stroke, Tecumseh's dream of an Indian federation was destroyed. Discouraged with his attempts to unite the Indians, Tecumseh joined the British in Canada.

Now . . . the final chapter.

The English eagerly accepted Tecumseh and his warriors. He was made a Brigadier General in the British Army. In four major battles, he led British and Indian forces against the Americans.

On Monday evening, October 4, 1813, Tecumseh gathered all his warriors together. He told them this would be their final meeting. Tecumseh took off his British uniform and put on the buckskins of a Shawnee warrior. He gave his tomahawk to Black Hawk. He said he felt the approach of death.

The Battle of the Thames took place the next day in Ontario, Canada. It brought together for the last time our two stars of destiny. One would burn out and die. The other would live; shine brightly for a while, then disappear. As he had foretold, Tecumseh was killed in the battle. His dream for federation died with him.

Perhaps you already know who led the American forces that day. He, too, was a Brigadier General. His path had crossed Tecumseh's many times before. His name was Harrison. He would become the 9th president of the United States. Yet, one strange event in our story must still be told. William Henry Harrison died in office. His presidency lasted only thirty days. Or, as Tecumseh would have said, "He was chief for just one moon."

Story Questions

Write the answers to the following questions.

1. Tecumseh means "shooting star" in the Shawnee language. How was Tecumseh like a shooting star?
2. What reasons did Tecumseh have for fighting against the United States?
3. How did Tecumseh react when he saw a white man being tortured?
4. Why were the Indian tribes unable to stop white people from taking their land?
5. How did Tecumseh plan to defeat the white people?
6. One sentence says that Harrison's strategy against the Indians was to "divide and conquer." What does that mean?
7. Explain the choice that Tecumseh had to make after he met Rebecca Galloway.
8. Why do you think the British supported Tecumseh?
9. One sentence says that Tecumseh stands for an idea. What idea do you think he stands for?

Sequencing

Write the following story events in the correct order.

- Tecumseh vowed never to torture a living creature.
- Tecumseh courted Rebecca Galloway.
- Tecumseh refused to sign the Greenville Treaty.
- Tecumseh took part in the Battle of the Thames.
- Tecumseh set up an Indian town on the Tippecanoe River.

Word Meaning

For each item, write the choice that has the same meaning as the underlined word.

1. The man was tortured and burned to death. His terrible <u>agony</u> deeply affected Tecumseh.
   - occupation
   - pleasure
   - suffering
2. The Indians were divided and weak. Tecumseh tried to <u>unite</u> them and make a single nation.
   - bring them together
   - keep them separate
   - make them peaceful
3. The Greenville Treaty gave most of the <u>territory</u> in Ohio to the United States. Many Indians lost their hunting grounds.
   - land
   - mining rights
   - water
4. Harrison's <u>strategy</u> was to divide and conquer the Indians. He wanted to make separate treaties with each tribe.
   - military attack
   - mistake
   - plan
5. Tecumseh's <u>reputation</u> began to grow. Many people heard about him.
   - army
   - fame
   - nation

Sentence Meaning

There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. Tecumseh stayed near the mouth of the Tippecanoe River.
   Tecumseh stayed near the _____ of the Tippecanoe River.
   - opening
   - source
   - teeth

2. Tecumseh wrestled with his future.
   Tecumseh _____.
   - got into a fight with himself
   - thought about what had happened
   - tried to figure out what to do

3. Harrison's path had crossed Tecumseh's many times before.
   Harrison had _____ Tecumseh many times before.
   - defeated
   - encountered
   - escaped

4. Harrison was president for just one moon.
   Harrison was president for just one _____.
   - month
   - state
   - term

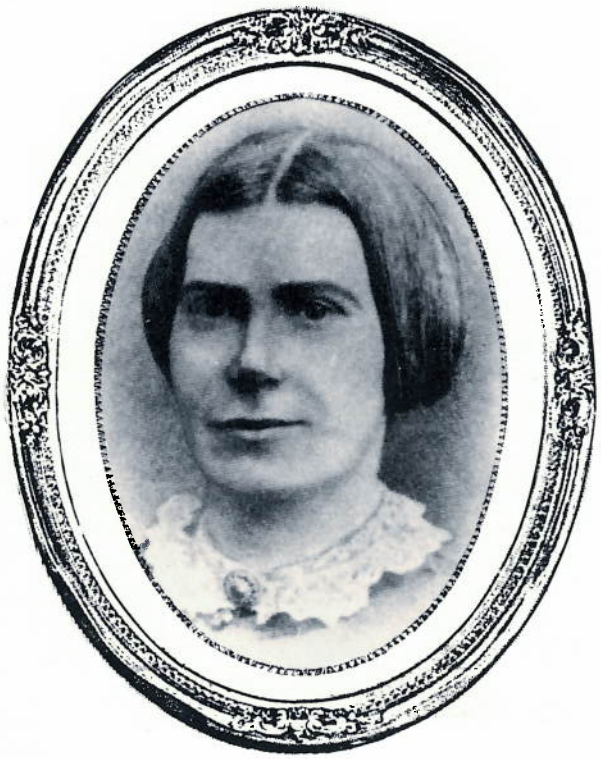
Writing

Tecumseh did not believe that people should buy and sell land. He said, "Sell a country—why not sell the air, and birds as well?"

Write an essay about what you think people should be able to own. Should people be able to own the air? the ocean? wild animals? Make a list of things you think people should be able to own and a list of things they shouldn't be able to own. Compare the two lists. Then explain your ideas in the essay.

Interesting Facts

- The Treaty of Greenville gave the Ohio Territory to the United States. The territory contained 25,000 square miles of land. The Indians received about $20,000 worth of goods for the land.
- After the Battle of the Thames, Shawnee braves returned to the battlefield and carried Tecumseh's body to a secret burial place. To this day, the location of Tecumseh's grave is still unknown to white people.
- Cadets at the U.S. Naval Academy consider Tecumseh the "god of the passing grade." When parading past Tecumseh's statue, cadets who hope to pass their courses throw pennies at the base of the statue with their right hands as they salute with their left.



Picture courtesy of New York Infirmary-Beekman Downtown Hospital

Most revolutions take place in the streets. In this story, however, a revolution takes place in the human mind.

The Final Chapter

The Joke That Failed

by Paul Schneller

It is spring in Cincinnati. The Blackwell sisters are busy teaching school. Anna and Marian teach in the family home. Elizabeth teaches across the river in Kentucky. Though a talented teacher, Elizabeth is not happy with her work.

Teaching school in the 1840's is not pleasant. Schools are old and poorly kept. Teachers must mop the floors and clean the windows; carry the wood and light the stove. The hours are long and the pay is poor.

Most schools are private. Parents pay tuition if they want their children to learn to read and write. Most parents prefer to keep their children at home to work in the fields or factories. Children that do go to school are crowded together in one-room schoolhouses. Because books are expensive, students spend hours memorizing.

To escape studying, many students resort to misbehavior. They sail paper darts in the air and pass notes around the room, play practical jokes, and go to the outhouse as often as possible. For teachers and children, summer vacation is their only salvation.

No one looks forward to vacation more than Elizabeth. Few of her students seem interested in learning. Elizabeth is restless and feels she is wasting her time.

One day Elizabeth visits a friend of her mother. Mary Donaldson is dying of cancer. But she is alert and observant. She notices that Elizabeth is not happy teaching school.

"Why don't you do something else?" asks Mary.

"There is nothing else, Mrs. Donaldson. Women are just like the slaves. We can't vote. We can't own property. We can't do anything except get married, work in a factory, or teach school.

"Then why don't you become a doctor?" questions Mary.

"A doc-tor? Did you say a doctor?" responds Elizabeth.

"Yes, I did. Oh, if only I had a woman doctor. A woman would understand my suffering so much better than a man."

"But Mrs. Donaldson, there is not a single woman doctor in the whole country."

"I know, my dear. But you could become one. Promise me you will at least think about it."

Elizabeth leaves Mrs. Donaldson's, but the idea will not leave Elizabeth. It haunts her all week. She decides to talk it over with family and friends. Her brothers and sisters think it's a great idea. So does her best friend, Harriet.

Harriet's home is an exciting place to visit. It is always filled with interesting people and ideas. Some nights authors and professors drop by for a "literary evening." They talk about business and science; slavery and women's rights.

After the guests leave, the girls like to sit up late and talk about the evening. They wonder how they can become part of the excitement. "Let's make a promise," Elizabeth suggests. "Let's try to improve society."

"What will you do?" asks Harriet.

"I've been thinking about becoming a doctor."

"I want to be a writer," responds Harriet.

Elizabeth discusses her plan with the family physician. "But Miss Blackwell, no true lady could ever stand the sights or smell of medical school. Certainly not the crude jokes. It's unthinkable.

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Why, you might just as well try to start a revolution as try to become a woman doctor."

But Elizabeth's mind is made up. She will exchange her teaching skills for medical knowledge. She writes letters to doctors all over the country. Then she waits.

In June, a letter arrives from Asheville, North Carolina. It's from Reverend John Dickens who is also an M.D. He agrees to tutor Elizabeth if she will teach in his church school.

Reverend Dickens is a good teacher. Elizabeth quickly masters chemistry, physics and anatomy. In the spring, she moves on to Charleston, South Carolina, to study with Samuel Dickens. He is John's brother and a practicing physician.

In the summer of 1847, Elizabeth completes her private medical studies and is ready for formal schooling. Again she sits down to write letters. She writes 29 letters to 29 medical schools. Every one turns her down. All doors are closed to a woman.

Since her letter writing campaign has failed, Elizabeth decides on a personal attack. She will go to Philadelphia, the medical capital of America.

Once there, she makes friends with 2 prominent Philadelphia physicians. Drs. Warrington and Elder are both very kind and wise. They agree to help. Dr. Warrington writes to a medical school in New York state. It is a school he has helped to support.

Dr. Warrington's letter arrives after the fall term has started. Dr. Lee, dean of the school, does not want to say no and insult Dr. Warrington. Neither does he want to admit a female student.

Dr. Lee plans to call a meeting of the students. He will read the letter and ask the students to vote. To play it safe, he will insist that the vote to accept be unanimous. Then, when she is turned down, the faculty of the school will be blameless.

Students at Geneva Medical School are like many college students. Most are still growing up; still feeling their oats. Their reputation for rowdiness and joking is notorious. Classes are noisy and filled with interruptions. Lectures often end in student brawls or fist fights. On several occasions, the villagers have threatened to close the school unless the students "learn to behave like gentlemen."

Into such a classroom Dr. Lee appears with his letter. The students greet the news with catcalls and foot stamping. "Great idea! We love women! Let's vote her in! One woman and 129 men! What a joke!"

For weeks after voting her in, students enjoy their joke. Some appear in classes wearing bonnets, or white gloves. Others pretend to faint at the sight of blood.

The nonsense and merriment last until November 8th. That is the day that student number 130 shows up for class. Student 130 is just over 5 feet tall, wears a dress and a black bonnet. For the first time in history, a female student has entered the all-male world of medical education.

Her appearance works like magic. All noise and joking cease. The professor stops lecturing. Silence reigns. No one knows how to behave.

News of Elizabeth flashes through the town. Stories about her spread faster than the flu. Everyone in the village becomes infected. Talk about "that brazen woman" dominates every tea party in town. "Imagine, that young girl all alone with those nasty boys."

Villagers refuse to speak to her. Women turn away when she appears. In her boarding house, she eats her meals in silence.

But soon, curiosity gets the upper hand. Townspeople are dying to know what goes on behind the closed doors of the medical school. Many request visitors' passes to see for themselves. What they see is not what they had imagined.

Instead of rowdy males and noisy classes, they see serious students and orderly instruction. Instead of flying darts and rolling marbles, they see notebooks and anatomy charts. The change in behavior is remarkable. And it is permanent. One small, courageous female student has brought order to the classroom and dignity to her profession.

Now . . . the final chapter.

Elizabeth Blackwell graduated from Geneva Medical School on January 23, 1849. She finished first in her class. The townspeople and students stood to applaud her graduation. The National Medical Association, which had originally censured Geneva for admitting her, withdrew its censure because of "Dr. Blackwell's outstanding work." "Blackwell," as her male friends fondly called her, had opened the door. Other women would soon follow.

Elizabeth reached her goal just as she had promised Harriet, 5 years before. Harriet reached hers, too. The book she wrote was published in 1851. It became a best seller and was made into a stage play. The play was performed in every city and town in the north. But because of its subject, it was banned in the south. Her book was called Uncle Tom's Cabin. And it helped to bring about the end of slavery.

As Harriet and Elizabeth had dreamed, their "literary evenings" had been converted into powerful social forces. In searching for their own freedom, they found ways to free others.

"You might just as well try to start a revolution as try to become a doctor," she was told. Well, Elizabeth did lead a revolution. She advanced the cause of women's rights. She helped make it possible for women to choose their own careers and follow their own interests. It happened over 100 years ago, because of a student joke that failed.

Story Questions

Write the answers to the following questions.

1. Why was Elizabeth unhappy when she was a schoolteacher?
2. In what ways were the women of Elizabeth's time like slaves?
3. How did Elizabeth get the idea of becoming a doctor?
4. Why do you think men in the 1800's didn't want women to become doctors?
5. Elizabeth wrote letters to 29 medical schools. Why did they all reject her?
6. Why did Elizabeth make friends with Doctor Warrington?
7. Why did the students decide to vote Elizabeth into medical school?
8. After she arrived, what effect did Elizabeth have on the other students in the medical school?
9. How did women's lives improve because of Elizabeth?

Sequencing

Write the following story events in the correct order.

- Elizabeth decides to become a doctor.
- Elizabeth enters Geneva Medical School.
- Elizabeth makes friends with Doctor Warrington.
- Elizabeth works as a schoolteacher.
- Elizabeth graduates first in her class.

Word Meaning

For each item, write the choice that has the same meaning as the underlined word.

1. Elizabeth's school was private. The students' parents had to pay <u>tuition</u>.
   - fines
   - school fees
   - taxes
2. Elizabeth's friend was alert and <u>observant</u>. She saw right away that Elizabeth was not happy.
   - disturbed
   - good at noticing things
   - wide awake
3. Elizabeth discussed her plan with her <u>physician</u>. He remembered his own experiences in medical school.
   - doctor
   - lawyer
   - physicist
4. The Geneva Medical School was <u>notorious</u>. Everyone in town knew about its rowdy students and noisy classes.
   - illegal
   - ill-famed
   - well-respected
5. Talk about Elizabeth <u>dominated</u> every tea-party in town. People could speak of nothing else.
   - controlled
   - disappeared from
   - was prohibited at

Sentence Meaning

There are two sentences in each item. Write the choice that gives both sentences the same meaning.

1. To escape studying, many students resort to misbehavior.
   Many students _____ in order to escape studying.
   - behave like girls
   - start acting badly
   - travel to resorts

2. The idea haunted Elizabeth all week.
   Elizabeth _____ the idea all week.
   - kept thinking about
   - was hunted by
   - was scared of

3. The rowdy students were still growing up; still feeling their oats.
   The rowdy students were still growing up; still _____.
   - acting in a wild way
   - eating oatmeal
   - studying hard

4. The villagers tried to ignore Elizabeth, but their curiosity got the upper hand.
   The villagers tried to ignore Elizabeth, but _____.
   - then they lost interest
   - then they wanted to know more
   - their hands were tied

Writing

Elizabeth was serious about learning, and she inspired her fellow students to become serious too.

How about you? Are you serious about learning, or do you think that school is just a waste of time? If you had a choice, would you keep going to school, or would you do something else? Why?

Write an essay that explains your feelings about going to school. Use the questions above as a guide. Think long and hard about your answers; try to explain your answers in the essay.

Interesting Facts

- To earn a medical degree in the 1840's it was only necessary to attend medical school for two four-month terms. Students went to classes for six hours in the day and spent the evenings in laboratory work.
- Elizabeth attributed her courage and determination to an experience she had in North Carolina. In a moment of desperate loneliness, she went to her window, looked up at the sky and asked Providence for help. She later wrote that, "A brilliant light of hope and peace filled my soul...A deep conviction came to me that my life was accepted by God, and that I should be helped and guided."
- In 1850 Dr. Blackwell went to England to do additional study and gain support for her work. While there she met a rich English girl named Florence Nightingale. Inspired by her talks with Elizabeth, Florence went on to gain international fame as the founder of modern nursing.